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ABSTRACT

A study examined ways in which experienced, full-time Technical and Further Education (TAFE) lecturers can regularly update their technical knowledge and skills, especially in reference to the rapid technological changes occurring in industry and commerce. The research was conducted at four levels; three surveys were conducted. In the first, registrars of 19 universities and 15 colleges of advanced education were surveyed about any courses offered by their institutions that could be suitable for full-time TAFE college lecturers. The second survey requested information about continuing education available through Australia's TAFE professional development units, and in the third survey, executive officers of national industry training committees were asked to give their opinions on ways in which TAFE lecturers could regularly update their technical knowledge and skills. The survey responses indicated that there is an urgent need for continuing education programs that would enable lecturers to keep abreast of technological changes and that would bring lecturers into close contact with industry and business. At the time of the study, higher education was doing little to meet the continuing education needs of TAFE lecturers, and in-house, inservice courses were the most common method of providing continuing education to TAFE lecturers. Two ways of meeting professional development needs mentioned were (1) providing small research and development grants to TAFE colleges for those industrial and commercial subject areas represented in the colleges and (2) releasing lecturers so that they can spend regular periods in industry or business settings. The three questionnaires and a project brief are appended. (MN)

TAFE

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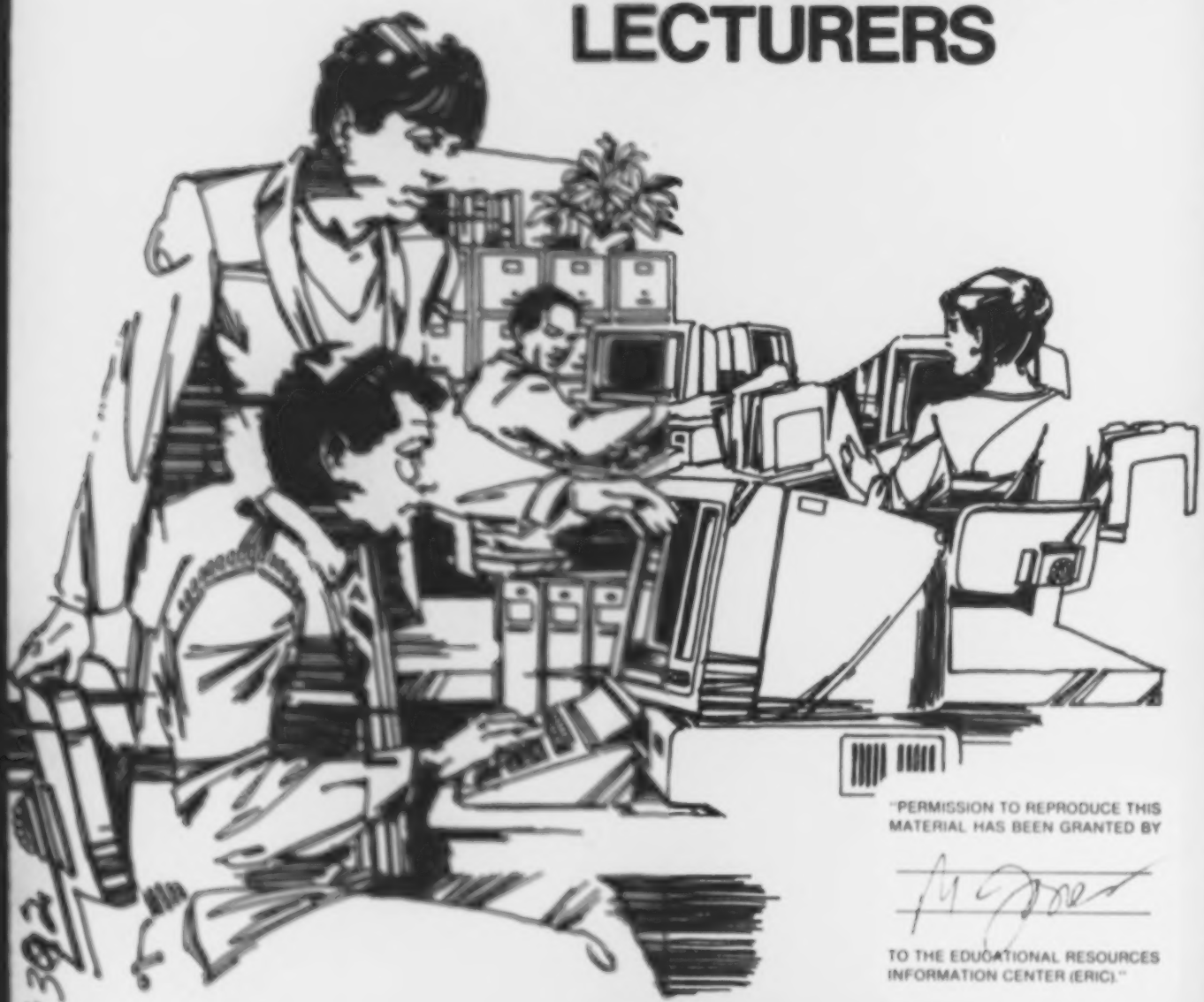
THE CONTINUING EDUCATION NEEDS OF ACADEMIC STAFF:

FULL-TIME TAFE LECTURERS



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THE CONTINUING EDUCATION NEEDS OF ACADEMIC STAFF

FULL-TIME TAFE COLLEGE LECTURERS

WILLIAM C. HALL

ADELAIDE 1987

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the National Training Council

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FOREWORD

This report is one of three produced for the in-house project "An investigation into the initial and continuing education needs of full-time TAFE College lecturers and senior administrators". The other two reports deal with the needs of beginning teachers and the needs of senior college staff (including principals). The research reported in this publication was partly funded by the National Training Council.

The whole project received the support of the Conference of TAFE Directors (as must any research conducted by the Centre), the TAFE Principals' Association, the Australian TAFE Teachers' Association and the National Training Council. The last three bodies were represented on the Project Advisory Committee.

Advisory Committee

The assistance of the Advisory Committee is gratefully acknowledged. Members of the Committee were:

R. Downie, Australian Association of TAFE Principals
D. Drew, SA Department of TAFE, Staff Development Centre
W. Hall, TAFE National Centre [Chairman]
R. Harris, South Australian College of Advanced Education
M. Hayes, National Training Council
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GLOSSARY AND ABBREVIATIONS

CAE:	College of advanced education
Continuing education:	formal and informal approaches to satisfying professional in-service requirements
Experienced lecturer (teacher):	A lecturer (teacher) who has obtained a UG2 (TAFE) teaching diploma or equivalent qualification and has completed at least one year of full-time teaching
Full-time lecturer:	someone whose teaching load occupies more than one-half of their working time
NITC:	National Industry Training Committee
NTC:	National Training Council (now subsumed by the Australian Council for Employment and Training - ACET)
Professional development unit:	Those centres within TAFE authorities which have been set up to conduct courses for TAFE staff
PIE:	Program for Industrial Experience. Release of full-time lecturers to spend substantial periods, at regular intervals, in industry/commerce.
TAFE:	Technical and further education

SUMMARY

This report is one of three arising from a study entitled "An investigation into the initial and continuing education needs of full-time TAFE college lecturers and senior administrators". The aim of this component was:

> to investigate ways in which experienced TAFE lecturers can regularly update their technical knowledge and skills, with special reference to the rapid technological changes occurring in industry and commerce.

The research was conducted at four levels. At the first level a national picture was obtained by conducting a survey of relevant and recent previous studies. The results of these previous studies were used in drawing up two questionnaires which were sent to all TAFE colleges. The first questionnaire listed apparent (staff development) problems and the second listed possible solutions. This was the second level of the research.

The third level of research probed beyond the general picture obtained from the results from the questionnaires (which themselves were based on previous studies) and looked at examples of ways in which staff development needs were presently being met, including an evaluation of submissions which were received from higher education institutions, TAFE staff development units and National ITCs.

The fourth level of the research consisted of three case studies, one of which was a metropolitan TAFE college and the other two were country colleges. Questionnaires were administered in two of the three colleges and interviews were conducted in all three.

A summary of the main findings now follows. The recommendations arising from these findings are listed in Chapter 7.

The main findings of the study are that:

- there is an urgent need for continuing education programs which enable lecturers to update their technical/vocational knowledge and skills in their teaching areas, and there is an urgent need to provide ways in which lecturers can keep abreast with technological change. Over 90% of all colleges recognised these as severe or important problems;

- there is an urgent need to institute continuing education programs which bring lecturers into close contact with industry/commerce. The general picture is that in most colleges such close contact (for continuing education purposes) does not exist;

- attendance at in-service courses mounted by staff development units is the most common approach to continuing education. Most of these courses are 'in-house' (conducted by and/or in TAFE);

- a professional network linking industry/commerce with individual TAFE college staff is essential if there is to be close college liaison with industry/commerce;

- higher education caters very little for the technical/vocational continuing education needs of TAFE lecturers;

- the continuing education needs of trades lecturers are especially acute because there are usually no formal higher education courses for such lecturers within Australia;

- the administrative structure of a college and the college management are important factors in determining staff development provision, and developing an atmosphere condusive to continuous informal staff development.

Two ways to satisfy professional development needs are:

(a) to provide small research and development grants to TAFE colleges for those industrial/commercial areas represented in TAFE colleges;
(b) to release lecturers so that they can spend regular periods in industry/commerce.

This report is one of three arising from a study entitled 'An investigation into the initial and continuing needs of full-time TAFE college lecturers and senior administrators'. The aim of this component was:

> to investigate ways in which experienced TAFE lecturers can regularly update their technical knowledge and skills, with special reference to the rapid technological changes occurring in industry and commerce.

There are almost 15 000 full-time lecturers employed in TAFE, including multi-sector lecturers.

Table 1.1 TAFE full-time lecturers

FULL-TIME TEACHING STAFF BY TYPE OF APPOINTMENT, INITIAL TEACHER TRAINING QUALIFICATION, YEAR OF SERVICE AND STATE, 1985 *

Qualification/ year of service	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
TAFE-ONLY									
Qualified on entry									
First	135	297	126	-	13	6	24	24	625
Second	204	283	76	4	16	2	23	37	645
Third	46	177	83	3	18	3	13	22	365
Fourth or more	695	2,219	432	854	13	42	46	183	4,484
Qualified since entry									
First	5	5	-	-	-	-	-	2	12
Second	24	20	-	-	-	3	-	19	66
Third	220	86	43	-	1	1	2	17	370
Fourth or more	3,574	1,105	736	24	-	289	26	75	5,829
Training commenced but not completed									
First	209	59	124	-	7	8	4	11	422
Second	240	35	82	-	8	19	7	14	405
Third	-	19	53	-	12	8	4	9	105
Fourth or more	1	24	15	83	3	18	9	44	197
Training not commenced									
First	-	66	16	103	12	33	16	1	247
Second	-	19	10	88	4	12	15	4	152
Third	1	7	9	95	6	11	13	6	148
Fourth or more	9	28	275	423	2	63	27	9	836
TOTAL TAFE only full-time teaching staff									
First	349	427	266	103	32	47	44	38	1,306
Second	468	357	168	92	28	36	45	74	1,268
Third	267	289	188	98	37	23	32	54	988
Fourth or more	4,279	3,376	1,458	1,384	18	412	108	311	11,346
TOTAL	5,363	4,449	2,080	1,677	115	518	229	477	14,908

* Excludes full-time teaching staff engaged in teaching TAFE courses reported by:
- Technical Education Division, Education Department of Western Australia;
- New South Wales Board of Adult Education;
- Australian Maritime College;
- New South Wales State Conservatorium of Music.

Source: Selected TAFE statistics, 1985, Canberra: CTEC.

It is normal practice to expect beginning lecturers to obtain a diploma of teaching (UG2 award) from a college of advanced education (CAE). Before employment, all beginning lecturers have already obtained relevant commercial or industrial qualifications and have worked for some years within their vocation. These qualifications gained prior to employment are most frequently TAFE (rather than higher education) qualifications, although first and second degrees are no longer unusual. A UG2 award is given after three years' full-time (or equivalent part-time) study. However, in all nine CAEs where the TAFE teaching diploma is offered, one year's remission may be granted for previous practical experience and qualifications. Therefore, in effect, the diploma course is usually two years (full-time or equivalent) in length.

All states and territories offer a TAFE teaching diploma and New South Wales offers two. The complete list of institutions in the states and territories is as follows:

Australian Capital Territory	Canberra CAE
Northern Territory	Darwin Institute of Technology
Queensland	Brisbane CAE, Mt Gravatt Campus
New South Wales	Newcastle CAE
	Sydney CAE, ITATE
Victoria	Hawthorn Institute of Advanced Education
Tasmania	Tasmanian Institute of Technology, Launceston Campus
South Australia	South Australian CAE, Underdale Campus
Western Australia	Western Australian Institute of Technology.

Some states employ beginning lecturers immediately on a full salary and then proceed to release them full-time to undertake their UG2 diploma at a CAE. Other states offer part-time release whereas in others it is possible to do a diploma before being employed (and thus before receiving a salary) or as part-time study at night. Therefore, the definition of 'experienced' lecturer is a difficult one. In this investigation, 'experienced' lecturer is defined as someone who has obtained a UG2 (TAFE) teaching diploma (or equivalent qualification) and has completed at least one year of full-time teaching.

The UG2 courses studied by beginning lecturers are considered in detail in one of the other reports prepared for this project (Krzemionka, 1986), therefore these courses will not be described or discussed here. This report assumes that a lecturer has completed a UG2.

There are considered to be four main problems with the implementation of retraining experienced staff. Firstly, TAFE staff do not enjoy the 'study leave', or professional experience program provisions, now taken for granted in higher education and yet the needs for such programs in TAFE are at least as great as those in the higher education applied disciplines. It could in fact be argued that TAFE needs for this type of training are greater because of the present technological revolution and because of the immediate requirements of commerce and industry. On the other hand, it could be argued that TAFE lecturers enjoy longer holidays than their higher education colleagues and that some of this time should be used for vocational refreshment (as, indeed, it sometimes is). However, such a comparison between higher education and TAFE is not valid when one considers the teaching demands in TAFE and the long, non-teaching periods enjoyed in higher education.

Secondly, the in-service training provisions for TAFE teachers presently made available by TAFE authorities are not compulsory, and so staff can quickly lose touch with new developments, especially those developments in their own subject areas.

Thirdly, there are only a few formal, TAFE authority training agreements between TAFE colleges and industry or commerce for staff exchanges or secondments. Indeed, one study gives examples of TAFE staff being dissuaded by their senior colleagues from undertaking this type of in-service education. Presently-existing arrangements seem to have been made at the local, rather than at the state, level. Even if there were formal arrangements, small colleges especially would find full-time release of lecturers difficult without some financial compensation.

Finally, research and development funds (in the technical/commercial competence area) are not generally available to TAFE lecturers or to TAFE colleges. Furthermore, lecturers are generally regarded by funding bodies as teachers, not researchers, and so time cannot be allocated to research and development activities. This report later argues that research and development funding should be made available to TAFE.

These four practical problems which serve as a barrier to staff development are discussed later in the report.

Previous research

Only recently conducted Australian research of relevance to this component of the investigation is considered here. A good review of overseas studies has previously been provided by Garwood (1985).

The first piece of research to be discussed here was by Fordham and Ainley (1980) who conducted an evaluation of staff development in TAFE. This study, which was funded by the Technical and Further Education Council, had five aims:

1. to develop a general methodological framework for the continuing evaluation of TAFE staff development programs;
2. to obtain a worthwhile assessment of the effectiveness of a selected number of staff development programs financed by commonwealth grants, in terms of their impact on the individuals, institutions and authorities concerned;
3. to determine the degree to which overall needs and demands for particular forms of staff development activity are being met by the programs mounted with commonwealth grants and to also consider this question in relation to the total provision of such activities;
4. to identify significant new developments in the provision of staff development programs in TAFE, and to evaluate the relative effectiveness of different modes of delivery of similar forms of program (eg college-based versus centralised);
5. to identify major problems and factors which could guide the future development of staff development activities in TAFE.

Fordham and Ainley found that the most important need of full-time lecturers was for more up-to-date knowledge in their area of specialisation. Four other important areas of need were also identified: skills in curriculum development; understanding the nature of TAFE; counselling skills; and a knowledge of elementary administrative procedures. Substantial groups of full-time lecturers stated that the acquisition of further skills and knowledge in teaching and basic subject matter was essential. The collaborative model suggested in the report for evaluating TAFE staff development was college-based.

The South Australian Department of Further Education (now the Department of TAFE) conducted a survey of teaching staff retraining needs (Swain and Cappo, 1980) within the context of technological change. They summarised the conclusions of the Committee of Inquiry into Technological Change in Australia and then listed the challenges facing TAFE. These challenges, which are typical of those facing all TAFE colleges, included:

- the regular and further revision of courses to reflect and anticipate the introduction of new technology in industry and commerce;

- the introduction of new courses to train and retrain workers for new occupations that result from the introduction of new technology;

- the recruitment of new staff and the retraining of existing staff to ensure that TAFE staff have the knowledge and skills to teach courses that prepare students for employment in areas utilising new technology;

- the access to equipment and machinery in the workshops, laboratories and other TAFE teaching areas which aid students in learning the skills appropriate to the operation of new technology;

- the introduction of these changes through strategies that are cost-effective and which minimise disruptions to staff morale and teaching effectivness (p.8).

Swain and Cappo calculated that one-third of all teaching staff would have technologically-redundant knowledge within five years and in ten years this would rise to 69% of all teaching staff. Additionally, given the factor of accelerated rate of technological change in this period, they could see these percentages rising to 45% and 85% respectively. The report listed the alternative strategies for dealing with the problem of obsolescence of staff technological knowledge as follows:

- acceptance of the situation;
- a program to promote professional self development;
- a program for staff retraining;
- a retirement of redundant staff and recruitment of more appropriately trained staff;
- a program of industrial leave for teachers;
- a combination of the above (p.17).

(In passing, it is suggested that it would be interesting to know whether the South Australian estimates have been verified.)

The Technical and Further Education Council (1981) prepared two discussion papers under the general title of 'TAFE staff development': 'Maintaining the technical competence of vocational teachers in TAFE' and 'Developing senior staff in TAFE'. The committee listed ways in which lecturers could maintain and update their technical competence:

(a) Personal reading and subscription to journals; membership of trade and professional associations; and liaison with persons in industry and commerce, including the teachers' own students. These should be regarded as routine approaches to maintaining vocational competence.

(b) Attendance at workshops, seminars, courses, symposia and conferences organised by industry, trade and professional associations and TAFE authorities. Teachers who have taken part in such activities may then be required to arrange similar sessions in their own institutions.

(c) Brief observational and work experience visits by teachers to industry. These may take only a matter of hours and may be used by teachers to familiarise themselves with new techniques and products.

(d) Industrial release programs whereby teachers are released on full pay to industry to refresh and update their knowledge of industrial practice. Release may be to government or private organisations and the period of release may vary from one or several months to a period of a year or more. Time may be used for 'hands-on' experience, industry observation or a combination of the two. In its 1980 report, the National Inquiry into Teacher Education (the Auchmuty Committee) recommended that as part of an overall package in which they would be expected to carry out a considerable amount of staff development in their own time, school teachers should also be eligible to apply for full-time paid release of one term after every seven years of service. It may be appropriate to declare a similar across-the-board eligibility in TAFE, except that TAFE teachers would often benefit from access to paid release earlier than in their eighth year of service (if vocational competence is to be refreshed).

(e) Industrial leave programs under which teachers are released without pay to industry to refresh and update their knowledge of industrial practice. As with industrial release programs, there is a strong possibility that some teachers working in industry for lengthy periods may choose not to return to TAFE at the end of their programs.

(f) Industrial exchange arrangements whereby teachers and industrial personnel exchange positions for a period. The Committee recognises that industrial personnel may lack necessary teaching skills but this problem can be overcome if persons on release from industry undergo some form of

teacher training as part of their release. Short courses already prepared for the induction of full-time teachers or the development of part-time teachers might be made available to or modified for industrial personnel. Of course, exchanges between TAFE and industry might not involve an exact exchange of functions.

g) Award of college fellowships to industrial personnel allowing them to work alongside and advise TAFE teachers. Such persons would take part in team-teaching projects or serve in a non-teaching capacity with the responsibility of acquainting teachers with current industrial or commercial practice and new technology.

(h) Sabbatical leave and study release enabling teachers to undertake full-time study or to travel to gain further knowledge in their area of specialisation. Much formal study currently carried out by TAFE teachers, usually part-time but sometimes full-time, is related to teacher education and personal enrichment.

(i) Secondment of teachers to relevant sections of the TAFE authority to undertake special projects or research work associated with their particular vocational curricula. Included would be analysis of industry's general educational needs and of skills associated with specific occupations within an industrial field.

(j) Allowing teachers to exercise the right of private practice, that is, permitting them to earn a percentage above their nominal salaries by carrying out private work associated with their vocational specialisation. This strategy is commonly employed in other sectors of tertiary education and the State TAFE authorities should establish a firm policy on its implementation in the TAFE sector (pp. 13-17).

The report on senior staff development brought together previous studies dealing with skill requirements for senior college staff in TAFE and concluded that there were four sets of skills needed:

(a) skills related to the management of organisations;

(b) skills related to the management of staff;

(c) skills related to the management of the educational process;

(d) **skills related to understanding the nature of TAFE and the industrial, economic and social contexts in which TAFE operates** (p.62).

The committee suggested that any special thrusts in senior skill development should be made in those four interrelated areas.

It is interesting to compare the results of four other studies into staff development needs. MacKay (1979) identified the needs of senior teaching and non-teaching staff in Victoria. Fordham and Ainley (1980) investigated the needs of staff in South Australia and Victoria. In Western Australia, Edmunds (1981) conducted a training needs analysis for holders of administrative positions except senior teaching staff. McMahon (1980) interviewed and questioned senior teaching staff below deputy principal. The results of these studies are shown in Table 1.2.

Table 1.2 The results of four studies compared

MacKay (1979)	Fordham & Ainley (1980)	Edmunds (1981)	McMahon (1980)
Skills in staff management	Skills in staff management	Skills in staff management	Education Dept. lines of communication
Understanding of TAFE and likely future developments	Extra-institutional management skills	Understanding TAFE and likely future developments	Funding sources
Skills in college administration	College administration skills	Skills in college administration	Administrative instructions
Understanding procedures in staff management	Staff management procedures	Knowledge of TAFE	Conditions of service
	Understanding TAFE	College procedures	Preparation of submissions
Educational leadership skills	Educational leadership skills	Extra - institutional management skills	
Financial management	Financial management	Educational leadership	
College procedures	Staff development	Staff management	
Administration	TAFE administration	Financial management	

While some of the results in the four studies summarised above apply to senior administrative staff only, others apply to most full-time experienced lecturers. Indeed, there can be no sharp dividing line separating the needs of full-time experienced lecturers and the needs of those with more substantial administrative loads.

Research by Henderson (1982) in Western Australia showed that many senior staff appear not to have undertaken substantial updating (through staff development activities) for periods often exceeding ten years. A number of teachers in the vocational areas were concerned about the impact of technology and were concerned about maintaining contact with changes.

New South Wales Department of TAFE has determined five categories for its lecturers' professional progression: employment requirements; teacher training requirements; upgrading requirements; updating requirements; and preparation for management. Career counselling is available to its teachers. At the time a head teacher application is made a person is presumed to want to switch to a 'management' position.

The needs of female staff were considered in a Victorian study of the Barwon South Western Region (Garwood, 1985). The Gordon Technical College provided the focus for the study, in which a staff development process model was introduced and explained. Recommendations arising from the study included:

> . . . the need to increase the present level of the ability of individuals to diagnose their own staff development needs, a need for greater knowledge of staff development options available to meet identified staff development needs, and a recommendation that the existing staff development committee of the Gordon be reconstituted with a view to completely reviewing the staff development function at the college. At the regional level it is recommended that a regional steering committee to establish a staff development consortium be appointed for the purpose of developing a staff development overlay to be included in the Barwon South Western regional strategic plan (p.2).

Interestingly, the Gordon Technical College was also used for another study of female staff (Crane, 1985). This study pointed out that female staff numbers were small in the more senior positions and that finding time to attend courses was a major problem. One participant stated that staff development:

should be more aligned to getting people out of the College, whether that be in relation to industrial experience, getting out to other colleges to see what is happening, what is going on there (p.40).

The TAFE Board of Victoria (1985) completed a major review of TAFE teacher training. Its major thrust was initial teacher training, nevertheless, it did make recommendations on continuing education, including the following:

> The Committee recommends that the TAFE Board establish Staff Development policies and management practices, which reinforce and extend initial teacher training to create a career long perspective of professional development for TAFE teachers with programs accessible and relevant, to changing career needs. The best and most appropriate expertise for the provision of these programs should be chosen and supported by the TAFE Board from a range of sources in the educational and industrial communities. (Recommendation 2, p.12)

The report continued :

> The Committee recommends that the TAFE Board, through the Division of Staffing and Industrial relations, provide a system focus for:
>
> - reviewing the provision of training for TAFE teachers throughout their career;
> - providing advice on resource allocations for training and development;
> - investigating future trends in training needs and methodology;
> - establishing and maintaining close liaison between tertiary institutions, industry, TAFE Colleges and the Technical Teachers Union of Victoria (TTUV) in order to provide system wide perspectives on major professional development issues; and
> - utilising external expertise by a deliberate policy of reciprocal secondment between the Office of the TAFE Board (OTB), the TAFE system, industry and other institutions. (Recommendation 3, pp.13-14)

Clearly, the report regarded lecturer education as a continuous need and not something which was confined to the initial UG2 award. The report used terms such as '...a career long perspective of training' and argued a case for anticipating future TAFE needs and monitoring appropriate programs to meet these needs, in other words, it considered that in-service provision should be proactive, not just reactive.

Mikkelsen and Wilson (1985) conducted an evaluation of 'industrial visits' as a staff development activity within the NSW Department of TAFE. They found that industrial visits were successful in maintaining and updating lecturers' skills. The main benefits were improved lesson content, greater teaching confidence, a greater understanding of, and keeping contact with, industry. They found that the greatest barrier to applying ideas gained from industry was the inability of colleges to obtain the latest equipment. One disappointing feature they reported was how little attempt was made to disseminate the information gained from the visits.

Goodsir (1982) reviewed the period 1975-1980 of the NSW Department of TAFE's staff development program. The review had five aims, one of which was of special relevance to this project namely, the assessment of models of staff development within organisations. The report has a good summary of staff development models and their associated literature to which readers of this report are referred.

Goodsir pointed out that '... there is no effective measurable method of assessing the immediate or long-term effects of sustained broad-based staff development programs in an organisation' (p.vii). And this is part of the problem: all of us believe that staff development is a 'good thing', without seriously attempting to evaluate its usefulness to a system, its efficiency, its cost-benefits for a system, and the advantages of (say) a completely decentralised approach as compared to a centralised approach.

In this publication, it was decided not to repeat any of these earlier studies into staff development needs but rather, to build on their results. The way this was done is described in the next chapter. It was also decided to make the college the focus for the investigation rather than the individual lecturer. The NSW Department of Technical and Further Education conducted a survey of 25% of their permanent staff at the same time as this study and, no doubt, other states are planning similar studies to determine the opinions of their staff. This centre study complements the research being undertaken within the other states.

The research reported in this publication is concerned with broad issues and broad solutions. It concentrates on the college rather than the individual members of staff because of the belief that much (or perhaps most) staff development in the future will be college-based rather than authority-based.

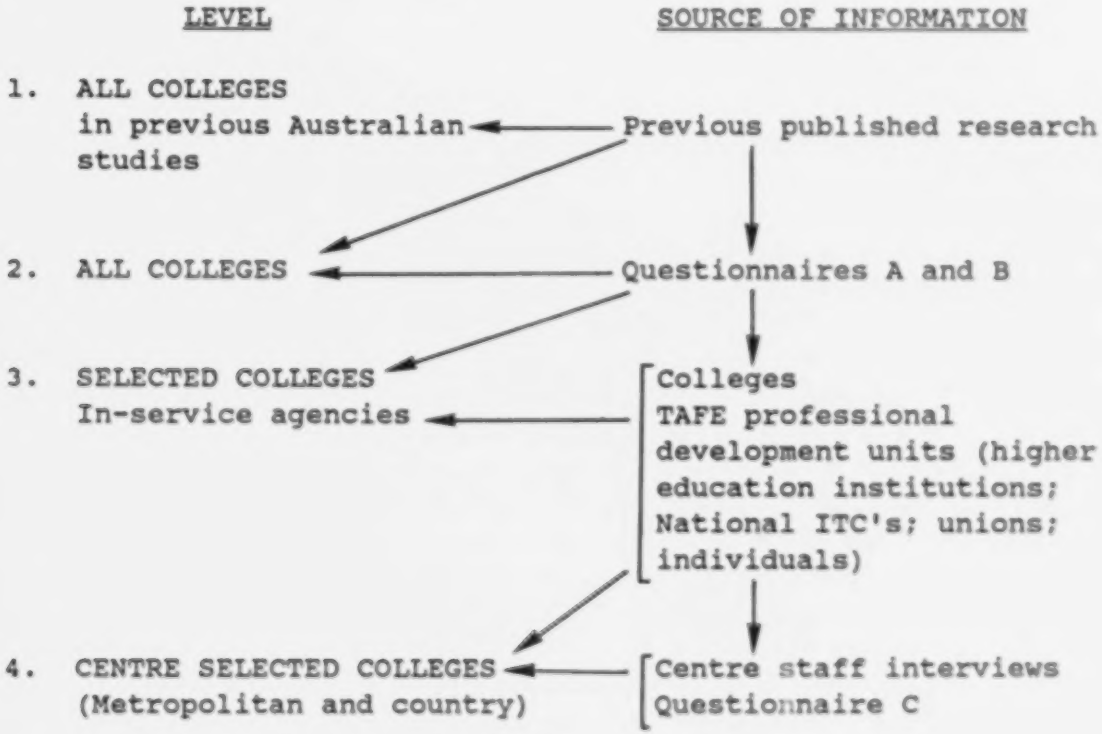
The intention of this investigation is to produce some useful examples of how lecturers within colleges may update their knowledge and skills. Where (general) changes need to be made to enable lecturers to update, firm recommendations are made. The intention is not to provide a statistical survey of what is presently occurring, or to produce a catalogue of failure! Rather, the report is designed to produce for colleges a general picture and some useful suggestions for achieving staff development goals.

CHAPTER 2 DESCRIPTION OF INVESTIGATION

The investigation attempted to answer four questions:

What are the general needs of experienced teachers?
In what ways are these needs being met?
In what ways are they not being met?
What changes should be made to satisfy unmet needs?

The investigation answered these questions by carrying out research at four levels, as shown below. At the first level, all of the relevant and available previous research of the past 6-7 years (described in Chapter 1) was examined, distilled and used to develop the questionnaires. These questionnaires were used at the second level of the study. At the third level, examples of successful staff development activities were obtained from around Australia; and at the fourth level, three detailed case studies, one of a metropolitan college and two of country colleges were conducted.


LEVEL
SOURCE OF INFORMATION
1. ALL COLLEGES in previous Australian studies
Previous published research
2. ALL COLLEGES
Questionnaires A and B
3. SELECTED COLLEGES In-service agencies
Colleges
TAFE professional development units (higher education institutions; National ITC's; unions; individuals)
4. CENTRE SELECTED COLLEGES (Metropolitan and country)
Centre staff interviews
Questionnaire C

Level 2.

Previous studies have investigated the on going training needs of experienced teachers and have made suggestions about the ways in which these needs can be met. In this study, questionnaires for institutions were devised which drew on the results of these earlier investigations. Copies of these questionnaires are located in the Appendix.

Questionnaire A examined the needs of experienced teachers and questionnaire B looked at the ways in which these needs could be met. An expert panel (the Project Advisory Committee) reviewed the questionnaires and suggested amendments to them. The questionnaires were sent to every TAFE college in Australia with an accompanying letter (also reproduced in the Appendix). Although the letter was addressed to the principal, it did ask him or her to consult with senior lecturers, or to give the questionnaires to a small group of experienced staff. Questionnaires were completed by :

principals
heads of schools/departments
senior staff
heads of college curriculum/staff development units

However, the majority of questionnaires were completed by principals which means that the responses are likely to be more conservative.

Level 3

Examples of the ways in which staff development needs are being met were obtained by following up questionnaire responses; writing to all higher education institutions; obtaining information from TAFE professional development units; and writing to every National Industry Training Committee (NITC). Information was also sent to the journal The Australian TAFE Teacher.

Level 4

Three detailed case studies were also undertaken. One took place at a large South Australian metropolitan colleges, another at a Queensland country college and the third at a South Australian country college. A questionnaire was administered to all department/school heads at all colleges and interviews were

conducted with college staff and (in two colleges) with representatives of industry and commerce. (Questionnaire C was used to this end and is reproduced in the Appendix.)

The methodology therefore, permitted a general picture to be obtained, with useful examples to support the general picture. Details of particularly interesting approaches were then collected from the case studies.

This section is divided into three parts which give the results from the submissions received from:

- higher education institutions;
- TAFE professional development units;
- National Industry Training Committees.

Higher Education Institutions

The registrars of all universities and fifteen CAE's were sent a letter asking for information on any courses being run by their CAEs/universities which they considered could be suitable for full-time TAFE college lecturers. The response rate is shown below.

	NUMBER	RESPONSES	% RESPONSE
Universities	19	16	84
CAEs	15	12	80

The CAEs selected were considered to be representative of the whole range of institutions (large/small; city/country; multi-purpose/ essentially mono-purpose).

It was found that experienced lecturers would benefit most from higher education, especially for upgrading their TAFE teachers' professional qualifications. This is shown in the following chart, which gives examples of some of the broad category of in-service needs of TAFE lecturers. The possible providers of the various courses are also shown.

LECTURER	NEEDS	POSSIBLE PROVIDER
Beginning Teacher	Induction programs	TAFE
	Application of training theory to practice	TAFE
	Coping with professional and personal problems	TAFE
Experienced Teachers	Upgrading of professional qualifications	TAFE/H.Ed.
	Keeping in touch with industry/ commerce	TAFE/Industry
	Coping with technological change	TAFE/H.Ed.
	Upgrading of teaching qualifications	H.Ed.
Principal	Learning management, leadership, social and administrative skills	TAFE/H.Ed.
	Community needs analysis	TAFE

Given that there are approximately 15 000 full-time TAFE college lecturers (see Table 1.1), and that over 5 000 of these are in New South Wales and over 4 000 are in Victoria, it would be reasonable to expect that special higher education courses in vocational/technical areas relevant to TAFE would be provided by at least one CAE or university in these two states. In fact none of the institutions contacted offered such courses. Some CAEs offered post-graduate diplomas in educational subjects (for example administration) which had a TAFE strand, but, no complete courses were offered with the TAFE lecturer principally in mind. Some universities and CAEs listed courses which had been attended by TAFE lecturers, even saying that '. . . some of our memorable successes have come from the TAFE sector' but going on to state that '. . . regrettably only a very small percentage of enrolments over a ten-year period have been TAFE people.'

One CAE stated 'The Engineering Faculty and other parts of the college, would be happy to conduct specific courses following discussions with the TAFE sector.'

The largest number of TAFE enrollees would probably be in the CAE B.Ed. courses. A B.Ed. can be completed in only one year (full-time equivalent) after completing the UG2 (TAFE) and so is an attractive way for a TAFE lecturer to obtain a degree. For most lecturers however, it is unlikely to be the most appropriate in-service course, especially if a lecturer's vocational/technical qualifications are of a minimal standard and the B.Ed. has been designed principally for school teachers (which is usually the case).

TAFE lecturers also enrol in university B.Ed. and M.Ed. courses. One university registrar even suggested that 'TAFE teaching is not so different from other teaching'! The University of New England offers a post-graduate course unit entitled 'Curriculum Design and Implementation in TAFE'. The brochure states:

> The unit has been designed as a joint venture by personnel from N.S.W. TAFE, Queensland TAFE and the Centre for Curriculum Studies at the University of New England, with the support of the TAFE National Centre for Research and Development.
>
> In the unit, students explore the concept of curriculum development as it applies to TAFE, consider the context of and contemporary issues in TAFE as they bear upon curriculum development, and translate this understanding into practice.
>
> Specific topics addressed in the course include:
> - the adult learner
> - the concept of curriculum development
> - approaches to objectives
> - strategies for securing change in TAFE curricula
> - the role of TAFE with respect to unemployment
> - the relationship between TAFE and industry
> - the identity of TAFE.

Macquarie University offers a number of courses which have been designed for lecturers in the whole of tertiary education, including:

- Tertiary and lifelong education
- Tertiary education and the labour market
- Tertiary and continuing education
- Education and the workforce
- Principals of tertiary education
- Education, youth and social policies.

The Centre for Research into Education and Work (CREW) is located at Macquarie University and offers TAFE lecturers the possibility of undertaking highly relevant research. A new M.Ed. degree has been developed at the South Australian CAE with the TAFE lecturer especially in mind.

It can be seen then that even though there are a few good examples of units within courses (such as the ones quoted here) the general picture is one of educational courses being devised for school teachers rather than for tertiary lecturers. Therefore, it is recommended:

> that higher education institutions take greater account of the needs of TAFE lecturers in their B.Ed. and postgraduate courses in education.

Not only should content be taken into account, but also the teaching process as TAFE lecturers are the tertiary colleagues of higher education staff. Many higher education courses offered in areas other than education are of use to TAFE lecturers. For example, in management, engineering and computing. Nevertheless there are still large numbers of TAFE staff not catered for by formal award courses in higher education, especially for those lecturers in trades courses. Therefore, it is recommended:

> that TAFE authorities place special emphasis on the in-service and up-grading requirements of trade lecturers.

TAFE professional development units

All states and territories have professional development units which offer staff development programs. Not surprisingly there is a commonality about many of these programs (with courses in computing, equal opportunity and teaching skills featuring prominently).

Most states have a staff development centre where training activities, workshops and conferences can take place, and where a core of permanent staff is employed to administer and sometimes conduct courses. The very large number of courses offered by these units, and the large numbers of people attending many of those courses are impressive.

For example, in Queensland in 1985, over 6 500 hours of time were available for 'technical competence' courses, conferences and work release. 1 675 people attended from one hour to 88 hours at such courses.

In Western Australia, 2 232 people attended in-service courses organised by the Staff Development Unit, which amounted to 20 786 attendee hours. Sixty-five local conferences were attended by 143 people (amounting to 2 599 attendee hours). Comments received by the TAFE National Centre indicate that the staff development units are generally held in high regard by TAFE lecturers and are fulfilling a useful function.

The majority of courses are offered and presented internally (that is, by TAFE staff in a TAFE environment). The exception is in the Northern Territory which relies heavily on outside (management) consultants for its Darwin courses. Victoria also uses consultants for its management skills development programs.

The major areas covered by courses offered by TAFE professional development units are listed below. They are not wholly exclusive, but do show the range of activities available.

1. Training staff to conduct staff development.
2. Courses for managers:
   (a) lower management
   (b) middle management
   (c) upper management.
3. Courses for support staff.
4. Teacher education (professional development) programs:
   (a) initial preparation
   (b) in-service.
5. Administrative staff development courses.
6. Curriculum implementation courses.
7. Managing change workshops.
8. Understanding special youth initiatives (for example, Participative and Equity Program).
9. Equal opportunity courses.
10. College renewal workshops.
11. Personal development programs.
12. Technical/vocational updating courses.
13. Staff exchanges, study tours, conferences, scholarships.
14. English as a second language courses.
15. Health, welfare and safety courses.
16. Research and development activities.

The largest number of courses (and participants) is in the technical updating area and the smallest number occur in the research and development area. Many of the technical updating courses are related to teaching and curriculum issues.

The units are quite well funded. For example, the unit in South Australia has a budget of over $1 million (including salaries but excluding accommodation costs). Fifteen professional and five support staff are employed in good accommodation consisting of offices, rooms for small and large groups and a general circulating area. This unit administers the state's college staff development allocations ($18 per full-time equivalent member of staff within a metropolitan college and $36 within a country college). Each college has a staff development (liaison) officer who can be anyone from a senior lecturer up to a principal who is supposed to attend the bi-annual senior staff development programs.

Some colleges have staff development committees which consider applications for money, which are then sent to the professional development unit for consideration. All senior college staff have responsibility for 'staff development' written into their contracts and so, in theory, there should be a good staff development network with plenty of local activity. The effectiveness of the network depends of course upon the support of senior college staff and the interest of individuals within each college who have responsibility for staff development. Also, some colleges allocate extra money for staff development purposes. For example, fees obtained from consultancies is used in this way by one college.

There is therefore, a movement in some states to encourage the colleges themselves to carry out their own staff development (with help from the central unit if required), and courses are available which train people to conduct their own staff development activities. For example, the Director General of TAFE in South Australia in his foreword to the 1986 Staff Development Program wrote:

> Over the past few years, the Staff Development Branch has taken steps to ensure that an increasing emphasis is placed on local management of staff development.

Not all states are placing such an emphasis on the local management of staff development. For example, in Western Australia a recent report (Edmunds, 1986) advocates a centralised approach.

Whatever the approach adopted, there are very few courses conducted in or by industry or commerce (in other words, outside a TAFE environment). As mentioned above, many of the technical upgrading courses which are conducted (as part of a state's staff development program) place an emphasis on curriculum and teaching issues, and most (but not all) are conducted by TAFE personnel. Therefore, it is recommended:

> that there be a greater emphasis on conducting staff development activities within industry/commerce, and on encouraging representatives from industry/commerce to conduct staff development activities for TAFE.

Some of this is presently occurring, but, if TAFE staff are to remain in touch with the needs of industry and commerce, and if industry and commerce is to have a better understanding of TAFE, then such activities should increase. This issue is taken up in the next section of this report.

The relationship between the state/territory TAFE authority's professional development unit and the CAE offering the UG2 TAFE teaching diploma and the B.Ed. should be a strong one. This is not always the case. In particular, relevant work satisfactorily completed in TAFE in-service courses should receive some credit in CAE award courses. TAFE professional development unit staff should also be involved in the planning of CAE courses and CAE staff should be actively involved in TAFE programs. Therefore, it is recommended:

> that higher education institutions and TAFE authorities form working parties to make recommendations to higher education institutions on ways in which TAFE courses can be given credit in higher education courses.

National Industry Training Committees

Letters were sent to the executive officers of National Industry Training Committees (NITC's). They were asked to give their opinions on ways in which TAFE lecturers could regularly update their technical knowledge and skills, with special reference to the rapid technological changes occurring in industry and commerce.

Seven of the 18 NITC's replied to the letter. Some of their individual responses are summarised below followed by some generalisations which could be gleaned from their replies.

The National Furniture ITC commissioned a national manpower-needs assessment survey in 1983 (Peat, Marwick, Mitchell Services, 1983). This survey made recommendations which were intended to lead to the improvement of TAFE lecturers' skills. The report stated that:

> In order to improve trade instructor's skills and their communication with industry, a number of practical measures were recommended:
>
> . instructors be re-trained in modern production techniques and equipment;
> . an exchange program be established whereby instructors are sent overseas and foreign instructors accepted into Australian colleges for a specific period; and
> . instructors be required to undertake practical work in industry on an annual basis (p.19).

The survey then went on to discuss the role of trade schools and concluded that:

> In view of the present economic climate and budgetary situation it would appear that at least in the shorter term most effort should be directed at upgrading instructors skills and updating equipment in colleges to a reasonable standard, not at creating "super" schools with the latest in technology (p.19).

The survey also made suggestions about the training of college lecturers in factories:

> A majority of firms would permit instructors to be trained in new techniques and/or equipment in their factories. Manufacturers did specify, however, that a number of pre-conditions would need to be satisfied before trade instructors could commence re-training including the following:
>
> . instructor training should not interfere with normal factory production and operations;
> . conditions under which instructors worked should be clearly stated in an agreement between the firms and trade schools;
> . sufficient advanced notice should be received by firms about the instructor's commencement date and duration of work;

- any wages, indirect costs and particularly workers' compensation and other insurance must be fully covered by trade schools; and
- instructors must maintain a strict confidentiality regarding manufacturer's operations.

Some firms were concerned that instructors should work under the same conditions as their other employees, be open-minded and have a commitment to do their best for the host firm. This could perhaps be facilitated by sending a confidential report to the relevant trade school and guild concerned about the instructor's capacity, attitude and mastery of new processes.

The success of a program of this nature will also depend upon co-operation by participating manufacturers. Participants should be selected on the basis of a commitment to providing visiting instructors with valuable exposure to new equipment and processes (p.20).

The National Furniture ITC reported that one state committee did embark on a TAFE lecturer retraining program on a one or two week full-time basis. Only three lecturers accepted the invitation and each was a head of a specific trade area within their college. The National Furniture ITC went on to state in their submission to the centre that:

There was from the lower echelon of teachers a complete rejection of the proposal, and no argument could be found to persuade them that such an exercise would benefit not only them but apprentices and also the furniture industry, which is the reason for their being.

Their main concern appeared to be that they would be placed in a production situation, and subject to scrutiny by existing tradesmen, some of whom would have almost certainly been their former students, and also current apprentices. This was a very real possibility, particularly in a small industry such as ours, and this in reality did occur with the three instructors referred to earlier.

The problem appeared to be that they were not prepared to expose themselves to this examination, probably through fear of failure in that they may not have been able to meet current industry skill levels, and that they had a lack of knowledge of current techniques and methods used within the industry which is of course the very reason for introducing such a program.

Experience by the three instructors involved showed that these fears rapidly fell away, but this message could not be translated through to the other TAFE teachers and the program came to a halt.

You would of course be aware that industry visits by trade teachers are voluntary, and as there is no known method by which trade teachers are required to spend a period each year out in industry, then any program that only causes some dedicated trade teachers to take advantage of such a program is not worthwhile undertaking, as success will only come from having all trade teachers exposed to industry so that they become a stronger part of the industry.

This experience was indeed unfortunate in that a number of industry people now hold a belief that TAFE teachers see themselves above any involvement at the production level, and are not that interested in becoming involved in the furniture industry. Of course the reverse of this should be the case, and if TAFE teachers do not become closer to their industry there is a distinct chance that industry will make its own arrangements in relation to industry training the future.

The National Timber ITC suggested four ways of helping to ensure that TAFE lecturers could update their knowledge. Firstly, they suggested co-operating with industry in developing, monitoring and revising curricula; secondly, by attaching TAFE representatives to an ITC to undertake specific projects (for example the investigation of industry needs arising from the adoption of higher level technology). Thirdly, they suggested negotiating short-term staff exchanges with industry; and, fourthly, by moving TAFE teaching services much closer to the workforce, thereby developing co-operative arrangements with industry which will provide access to new equipment.

The National Printing ITC claimed that '. . . there is a real need for teachers in the TAFE Schools of Graphic Arts to keep up with changing technology. Many of them attempt to do so on their own and some of the printing schools have policies of releasing staff to work in industry'. This ITC pointed out that '. . . printing teachers have an association and hold an annual conference. They often have speakers from the industry who present technical updates.'

The Textile Clothing Footwear ITC spoke warmly of its relationship with TAFE colleges and commented on the close college/industry links which had been forged through industry's involvement with course development. The submission went on:

> One of these projects is a Diploma Distance Learning program which involves TAFE staff conducting part of the program in-plant at various textile factories situated throughout Australia. We are also liaising with the college to seek a Federal Government Grant to develop a new Technology resource Centre which will provide industry with support in new technology implementation. Our aim is to form close links with major research and development centres around the world so that industry is up with the latest developments. We would envisage this activity to eventually embrace the clothing and footwear industries and be a joint ITC/TAFE venture.

The Plastics Skills Training Centre located at Dandenong College of TAFE in Victoria described the ways TAFE college lecturers keep up-to-date with technological change:

> The Skills Centre has an Industry Advisory Group Committee for all training courses provided by the Skills Centre. This represents 9 committees at present who meet at the Skills Centre three times per year and for the main purpose of appraising curriculum, progress of the Skills Centre and to advise of the latest trends and developments taking place in the industry.
>
> We have approximately 10 persons from industry on each committee making sure representation is from small companies, middle size companies and multi-national companies. Other persons on the committee are from the curriculum section of the College, an Assistant Director of the College, Industry Liaison Officer from the Skills Centre and myself. The Chairperson for each committee is

from industry. We have been very pleased with all of the committees during the last 3 years along with donations of equipment from industry to the value of $2,000,000. Our facilities at the Dandenong College of TAFE, which include laboratories, are excellent. We have achieved full enrolments each year and have a waiting list for courses as a result of the response from industry.

Our staff have the opportunity to visit industry, to discuss trends and developments as well as observe first hand specific processes or systems which will enhance our training courses. We do not compete with industry, are very conscious of our credibility which in turn enables our staff to discuss and witness highly confidential developments which otherwise would be restricted to any other persons than Skills Centre staff.

The Skills centre has a Committee of Management which meets bi-monthly and for the main purpose of discussing finance, publicity and future development of the Skills Centre. This committee consists of industry persons, Union, Government, National Plastics Industry Training Committee, College Board of Management and myself. The Chairperson is from industry.

Summing up, we suggest there are tremendous advantages in having Advisory Group Committees, one of which is the opportunity for all staff to be kept continuously up to-date with industry needs, along with local and overseas trends and developments. Raw material suppliers, along with machinery suppliers, are invited to be a member of Advisory Group Committees and this type of representation also enhances input, information to the staff and Skills Centre. All meetings are for approximately 1 1/2 - 2 hours so no great demand is expected of industry persons represented on the various committees. The 9 Advisory Group Committees enables the Skills Centre to have contact, communication with approximately 90 companies in the State of Victoria alone. As you can imagine, this is a wonderful asset for the Skills Centre and staff. We should add that all of our staff are from industry, full and part-time persons, and this of course is a must as far as the Skills Centre is concerned. Apart from existing training courses on offer at the Skills Centre, we have some 25 additional training courses yet to be considered based on industry needs. The Skills Centre also conducts very successful training course seminars on and off-site, providing this type of service to industry and other Colleges.

Clearly, the NITC's which responded believe that they could have a part to play in TAFE staff development. However, presently there are no formal provisions for industry/college links. No special grants are given to TAFE authorities to release lecturers so that they can spend periods of time in industry, whereas higher education institutions are funded on the assumption that lecturers will spend one year in seven on professional experience (leave) programs. Given the changes to technology, the argument for TAFE involvement in a similar program is beyond dispute. Therefore, it is recommended:

> that the Commonwealth Government give serious consideration to making special funds available to state/territory TAFE authorities so that full-time lecturers can be released to spend substantial periods, at regular intervals, in industry/commerce.

In this report, such professional experience is labelled Program for Industrial Experience (PIE). It is not suggested that new mechanisms or committees be formed; those presently in place could deal with all aspects of PIE.

Almost twenty years ago, the USA recognised the need for vocational education teachers to exchange with skilled technicians and supervisors in industry:

> The Vocational Education Amendments of 1968, Title II, Sec. 553(b), provide grants for projects and activities through the following:
>
> (1) exchange of vocational education teachers and other staff members with skilled technicians or supervisors in industry . . . and the development and operation of cooperative programs involving periods of teaching in schools providing vocational education . . .
> (2) in-service training programs for vocational education teachers and other staff members to improve the quality of instruction, supervision, and administration of vocational education programs;
> (3) short-term or regular-session institutes, or other, pre-service and in-service training programs or projects designed to improve the qualifications of persons entering and re-entering the field of vocational education . . .
>
> (Beasley and Smiley, 1971, p.7).

However, while it is certainly true that to release lecturers from colleges without some kind of financial provision is extremely difficult, it can be far more difficult to release workers from industry/commerce to assist with staff development in TAFE colleges. This difficulty can however be ameliorated if colleges conduct staff development in local factories or businesses for workers in that industry or business (for example, short courses in office management, word processing, personnel management, computing), thus ensuring that there is an exchange of information and that the industry or business concerned is not merely expected to give up its expertise but that it can also receive help from TAFE.

There is no point in a lecturer just 'going to industry'. The lecturer will need to identify his/her competencies required and then to design a program to achieve those competencies. Industry will have to react to this with sensitivity, recognising that the lecturer is in a (potentially) threatening position, especially if some of his or her students are also working in the industry or business concerned.

This should not be difficult if the following stages are followed by the PIE:

The lecturer visits industry/business for observation and preliminary discussion with management.

The lecturer draws up list of competencies to be achieved as a result of PIE and undertakes necessary background reading.

The lecturer negotiates with college principal and industry/business management on a suitable program to achieve competencies.

PIE undertaken.

Self-evaluation of the program by the lecturer.

The lecturer conducts in-service training of college colleagues.

It is suggested that an average of 2 - 3 months release every three years should be the norm for the program. For some lecturers, this would best be taken as one month per year; for others 6 months every 6 years would be more suitable.

Co-operation between TAFE and industry is the subject of an article by Prentice and Brereton (1982). In the article they discuss models of co-operation, all of which have relevance to the continuing education needs of full-time lecturers. They include the 'teacher training agency', together with TAFE and industry, in their retraining scheme.

Questionnaires A and B were sent to 211 TAFE colleges. Responses were received from 122 colleges as shown in Table 4.1. No reminder was sent to colleges.

Table 4.1 Responses to Questionnaires A and B

STATE/ TERRITORY	QUESTIONNAIRES SENT	QUESTIONNAIRES RECEIVED	% RESPONSE
ACT	3	1	33
NSW	100	58	58
NT	4	2	50
QLD	26	13	50
SA	22	15	68
TAS	6	2	33
VIC	33	20	60
WA	17	11	64
TOTAL	211	122	57

Colleges were asked to provide information on any staff development problem not included in the questionnaire.

The additional staff development problems listed by colleges were of two kinds: practical problems associated with staff development activities; and problems which should be covered by staff development provision. Both kinds are described below.

Practical Problems

- lack of child-care facilities for staff both at home and away when on staff development courses;
- cost of travel to attend courses;
- difficulty in gaining (appropriate) qualifications for advancement;
- obtaining 'hands on' experience on up-to-date equipment;

- teaching conditions (inappropriate for staff development);
- time spent in travelling because of isolation of college;
- availability of replacement staff when permanent staff are attending staff development activities;
- availability of modern teaching equipment;
- resistance to change by heads of Department;
- the distribution of resources through regional directors leading to inequities;
- unacceptability of qualifications for all promotional positions;
- gaining (appropriate) academic qualifications;
- problems associated with being the state's sole provider;
- the need to provide time for access to in-service courses;
- split campus.

There were no priorities in the above list, except issue of the 'split campus' which was given by many of the respondents.

Problems to be covered

- coping with the changing TAFE priorities;
- coping with the changing external environment;
- understanding alternative delivery modes;
- teaching adults;
- keeping up with industry;
- planning constructive rationalisation;
- managing bi-state provision;
- learning classroom teaching skills and updating teaching methodology;
- understanding computers;
- developing skills in identifying self 'burn-out';
- developing a positive approach to returning to industry;
- learning program evaluation skills;
- learning about accident prevention;
- fieldwork assessment.

Remember, these are problems additional to those covered in the questionnaire.

One principal raised the special problems faced by lecturers recruited from overseas. These problems included:

- lack of knowledge of industry needs;
- the time taken to become familiar with curricula;
- the need to understand the cultural background of Australian students.

Another principal raised the problem of having a large number of staff in early years of lecturing who were participating in teacher education courses and, consequently, were unable to take part in college activities.

The combined results for all states/territories for Questionnaire A are shown in Table 4.2.

The responses were analysed state by state, metropolitan colleges were separated from country colleges and small colleges from large colleges. There were no differences worth noting between states and between metropolitan and country colleges, except those differences described below. Size was not an important variable in the responses to both questionnaires except in the following respects :

- industrial release programs with full pay were more prevalent in large colleges than in small colleges (colleges employing less than 20 full-time lecturers)

- formal (higher level) courses being pursued by TAFE staff were found in the large colleges (probably because the large colleges are usually located close to a university or CAE)

- more varied approaches to staff development were used by larger colleges (which is hardly surprising this being a feature of size)

- geographical location was more a problem for small colleges (which, presumably, was related to their country or outer metropolitan locations).

Table 4.2 Percentage responses to questions 1-11, Questionnaire A

QUESTION	RESPONSE PERCENTAGES A	B	C	D
Please indicate by ticking the appropriate boxes which of the following are problems for full-time lecturers at your college.				
1. The need to update technical/ vocational knowledge and skills in the area of teaching specialisation	22	71	7	0
2. The need to keep abreast with general technological change (eg information technology)	20	70	10	0
3. The need to learn skills of curriculum development (including evaluation and assessment)	5	38	50	7
4. Possessing insufficient administrative skills	11	36	43	10
5. The need for (student) counselling skills	6	27	48	19
6. Understanding the nature of TAFE	8	17	49	26
7. The need for skills in dealing with equal employment opportunity	1	28	48	23
8. The need for management skills of the educational process	4	45	42	9
9. The need for management skills of people	12	51	30	7
10. Geographical location of college	18	18	31	33
11. The need to update knowledge of the community	8	34	42	16

A = severe problem
B = important problem
C = minor problem
D = not a problem

The results of Questionnaire A show a general national picture in which:

- most colleges believe that the following are severe or important problems:
  - the need to update technical/vocational knowledge and skills in the area of teaching specialisation (93%);
  - the need to keep abreast with general technological change (90%);

- at least one half of the colleges believe that the following is a severe or important problem:
  - the need for management skills of people (63%);

- the following were either minor problems or not considered to be a problem for at least half of all colleges:
  - the need to learn skills of curriculum development (57%);
  - possessing insufficient administrative skills (53%);
  - the need for student counselling skills (67%);
  - understanding the nature of TAFE (75%);
  - the need for skills in dealing with equal employment opportunity (71%);
  - the need for management skills of the educational process (51%) (note that 45% thought this an important problem);
  - geographical location of college (63%) except for country colleges where just over half stated that this was a severe or important problem;
  - the need to update knowledge of the community (58%).

It is clear that there is an urgent need for continuing education programs which enable lecturers to update their technical/vocational knowledge and skills in their teaching areas, and that there is an urgent need to provide ways in which lecturers can keep abreast with general technological change.

Questionnaire B asked colleges to indicate which ways had been used within the past three years to assist the staff with continuing education needs. The results for all states/territories are shown in Table 4.3. As with Questionnaire A, responses were analysed state by state, metropolitan colleges were separated from country colleges and small colleges from large colleges. The only differences worth noting are shown as exceptions in the generalisations which follow Table 4.3.

Table 4.3 Percentage responses to questions 1-16, Questionnaire B

QUESTION	RESPONSE PERCENTAGES A	B	C
Please indicate by placing ticks in the spaces provided, which ways have been used by your college within the past three years to assist with the continuing education needs of full-time lecturers.			
1. Personal reading (books and journals); membership of trade/professional association; liaison with industry/commerce	52	44	4
2. Attendance at workshops, seminars, conferences organised by industry/commerce	33	61	6
3. Brief (two weeks or less) occasional observational and/or work experience visits to industry/commerce	9	60	31
4. Industrial/commercial release programs by the TAFE College with pay	7	41	52
5. Industrial/commercial release programs by the TAFE College without pay	1	19	80
6. Exchange programs between TAFE College and industry/commerce	3	14	83
7. Industry/commerce personnel working in TAFE College	11	32	57
8. Study leave	11	46	43
9. Secondment of TAFE lecturers to undertake special projects	12	53	35
10. Private practice undertaken by TAFE lecturers	7	49	44
11. Applied (technological) research conducted within the TAFE College and funded by the College	1	19	80
12. Applied (technological) research conducted within the TAFE College and funded by outside bodies	3	22	75
13. Formal (higher level) courses being pursued by TAFE lecturers (either within TAFE or in higher education)	33	60	7
14. In-service courses mounted by TAFE Authority	61	36	3
15. Lecturer membership of planning team(s) for the development of new course(s)	29	45	26
16. Staff exchange programs (within Australia and overseas)	3	25	72

A = major involvement
B = minor involvement
C = no involvement.

The results of Questionnaire B show a general national picture in which:

- the most common approaches to continuing education are personal reading, membership of trade/professional association, liaison with industry/commerce (52% have a major involvement in these areas); and attendance in in-service courses mounted by TAFE Authorities (61% major involvement). It is interesting that there was no difference between metropolitan and country colleges so far as these most common approaches were concerned, except that more New South Wales country colleges had a minor, rather than a major, involvement with personal reading, etc.

- attendance at workshops, seminars, conferences organised by industry/commerce (94% had some involvement) and formal higher education courses (93% involvement) were the next most popular approaches to continuing education.

- the approaches never used by most colleges were
  - industrial/commercial release programs by the TAFE college with pay (52%)
  - industrial/commercial release programs by the TAFE college without pay (80%)
  - exchange programs between TAFE college and industry/commerce (83%)
  - industry/commerce personnel working in TAFE college (57%)
  - applied (technological) research conducted within the TAFE college and funded by the college (80%) and funded by outside bodies (75%)
  - staff exchange (72%).

Colleges had minor involvement in

- brief, occasional observational and/or work experience visits to industry/commerce (60%)
- study leave (46%)
- secondment of lecturers to undertake special projects (53%)
- private practice by TAFE lecturers (49%)
- lecturer membership of course planning teams (45%)

There was also some major involvement in these approaches.

In general, New South Wales country colleges had slightly higher percentages for 'never used' approaches than those for all other colleges. Nevertheless, this did not bias the results.

It is clear that the approaches to continuing education which could meet the urgent needs revealed in Questionnaire A are not being employed by most colleges. There are good reasons why these are not occurring and some of these are discussed in this report. Nevertheless, ways must be found to overcome these difficulties if TAFE lecturers are to maintain essential skills and knowledge. Therefore, it is recommended

> that, as a matter of urgency, heads of staff development units meet to explore ways in which TAFE full-time lecturers can regularly update their technical/vocational knowledge and skills.

These ways could include:

- an analysis of how a college is structured to strengthen its TAFE/industry links;
- approaches to releasing staff to work in industry/commerce;
- approaches to encouraging applied research and development;
- approaches to involving industry/commerce in college continuing education activities.

It is recognised that additional funding will be required for some of these and other recommendations are made concerning this. Another study (Sladden, 1985), which concentrated on staff development needs in educational management and administration for middle managers, has some relevance here. It found that:

> The removal of the major perceived constraints to staff development would involve a significant development in overall departmental staff management. A more flexible arrangement of work commitments, with replacement staff for those absent on formal part-time study, in-service conferences, observation visits or industrial leave is necessary. Additional resources are required for part-time study leave, and to a lesser extent full-time study leave, travel and accommodation for attendance for country members attending in-service and study activities, and for overseas exchange postings. A mechanism for accommodating interstate and overseas exchange postings and observation visits would also be required (p.133).

On Questionnaire B a few colleges listed other approaches to staff development which were employed by their institutions. These were:

- staff development programs organised by college staff and conducted within the college;
- visits to other colleges;
- peer group evaluation;
- being associated with Workskill Australia regional competition.

Peer group evaluation was mentioned by one college, but no further information about this was provided.

Those colleges which had responded by early November and which had shown a major involvement in any staff development activity were asked to send further details to the centre. Some of their responses follow.

One country college which operates on ten sites is facing huge new mining expansion in its area. Staff development is occurring by means of excursions to the new mining sites and by staff sitting on 'infrastructure' committee meetings. The college has purchased equipment so that it can meet some of the new technology demands of industry.

Another country college employs 36 part-time lecturers in the following areas :

CURRENT STATUS	NUMBER OF TEACHERS	TEACHING SCHOOL
Chef	4	Home Science
Foreman Builder	1	Building
High School Teacher	5	General Studies
	2	Welding
Housewife	2	Art
	3	General Studies
	3	Secretarial Studies
	4	Special Programs (Outreach, PEP)
Mechanic	2	Automotive

CURRENT STATUS	NUMBER OF TEACHERS	TEACHING SCHOOL
Supervising Engineer	1	Business & Administrative Studies
Self Employed		
- Artist	1	Art
- Builder	1	Building
- Farmer	1	Rural Studies
	2	Special Programs
	1	Welding
- Signwriter	1	Showcard & Ticketwriting (comes into Building School)
- Welder	1	Welding
Shop Assistant	1	Fashion

These lecturers teach for an average of three hours each week. Their interaction with full-time lecturers is an important component of college staff development.

One college principal gave the following information regarding the secondment of lecturers to undertake special projects.

1. A teacher of chemistry was seconded to head office project development unit to assist in computerising an establishment control system - duration 2 semesters.

2. A senior head teacher of electrical trades - return to industry to study programmable logic controllers - duration 6 weeks.

3. A teacher of plumbing - return to industry to study swimming pool maintenance systems - duration 2 weeks.

4. A teacher of fitting and machining - seconded to position of assistant to the principal of a large TAFE college - duration 2 years.

5. An outreach co-ordinator seconded to the Aboriginal Education Unit - duration 1 year.

6. A teacher of Languages seconded to Multicultural Education Unit - duration 1 year.

7. Four senior head/head teachers seconded as assistant to their respective Head of School - duration 2 years.

8. A principal seconded to a project to co-ordinate the offering of mining courses throughout the state - duration 5 months.

9. A head teacher of hairdressing seconded to develop new hairdressing course curriculum - duration 1 year.

In these ways, lecturers are able to update their knowledge and learn new skills.

Another college gave the following examples of staff development:

1. Secondment of staff to the project based at the college to produce a distance education course for the Adult Migrant Education Program.

2. Secondment of staff to the Curriculum Development Branch in the areas of :
   - Hairdressing
   - Advanced English
   - Music
   - Traineeships in business studies
   - Prevocational curriculum
   - Rural studies
   - Commercial studies.

3. Staff acting as executive officers in departmental program advisory groups; for example, Technical Studies.

4. Secondment of staff to the Learning Resources Branch; for example, in Communications Technology.

5. Secondment of staff to other government agencies :

   S.A. Health Commission to work on a migrant nurse refresher program;
   Australian Wool Corporation.

6. The adoption of special projects within the college :

   - development of materials to be used nationally;
   - interactive video disc.

7. Secondment of staff to the Indonesian Polytechnic Project undertaken by Department of TAFE, SACAE and SAGRIC.

Private practice by lecturers is also common in some colleges. One principal gave the following information about private practice:

> TAFE teachers may not undertake other employment without specific approval of the Principal of the College in which they are employed. This approval is normally only granted if the employment is in the area of the teachers expertise and the employment is such that it does not interfere with the normal duties as a teacher.
>
> Quite often requests are made by teachers on the grounds that such employment maintains the relevance of their teaching and also the continual contact with industry keeps them up-to-date with movements in technology in the industry. Other Principals and myself treat such requests sympathetically as we believe that it is in the Department's interest to maintain the teachers relevance and contact with modern technology.
>
> In this College, which employs some 186 full-time teachers, there would be approximately 30 teachers that have applied for, and been granted, the right of private practice this year.

Another principal stated :

> One of the major programs conducted by this College is the training of hairdressing apprentices. This is a fashion industry and is subject to rapid change. Consequently, it is important for teaching staff to maintain an awareness of what is happening in industry and the particular skills which are involved.
>
> Many of our staff, in order to maintain their skills and their knowledge of the industry, continue to participate in private practice. This usually involves evening or weekend work and whilst participants are expected to apply to Council for permission, no impediment is put in the applicants way.
>
> Fortunately, this type of part-time work is available to our staff and it provides an effective means of maintaining relevance and level of staff skills.

In order to promote staff development, some colleges encourage local companies to have access to TAFE buildings to conduct short programs for both industry personnel, TAFE staff and students.

Other colleges regularly second lecturers to undertake special projects. One metropolitan college gave the following examples of secondments :

1. Release of staff to the TAFE Authority for:
   - curriculum development,
   - external examinations co-ordination,
   - traineeships and youth programs.

2. Release of staff in the industrial-commercial sector:
   - one staff member one day a week to a surveying firm;
   - one staff member one day a week into an accounting firm;
   - one staff member on three weeks release into a bearing company to study friction and tribology.

3. Release of staff to other areas of education:

   3.1 Schools

   Release of staff to assist schools in either the cluster or the region for:

   . development of curriculum;
   . cross-crediting arrangements;
   . copyright release.

   3.2 Higher Education

   Development of cross-crediting arrangements in the Associate Diploma.

Another college gave the following examples of ways in which its lecturers were liaising with members of industry and commerce:

. The organization of recent workskills competition which combined the expertise of both industry and TAFE on a large scale, in that it created liaison and renewed contact with many top industry personnel.

. The interaction of the Business and Administrative Studies section with the business community and other academic institutions through the employment of part-time teaching staff.

- The employment of a local solicitor as a part-time teacher of Law which provides a valuable input in the Stage II and Stage III law subjects by continually updating the law, which does not appear in the set texts. The lawyer's partner also teaches part-time and is quite competent in other disciplines as he has qualifications in both Law and Economics/Management. He is able to teach the range of Law subjects as well as Management Supervision and Economics.

- The employment of a senior, very experienced lecturer in Law from a nearby university who teaches Commercial Law to Stage I students at an introductory level.

- The employment of a part-time teacher who has provided valuable support and expertise in a supervision course with up-to-date material and examples procured from his senior position with BHP Slab and Plate Products Division in the personnel department.

One college gave an example of a project which was undertaken for industry by a member of staff:

> In December of 1985, I was asked by an air-conditioning consultant for help in the design of electronic compressor control. I was able to design and prototype a small circuit card for him which he now uses extensively. I have found the initial challenge and subsequent contact with industry over several weeks an extremely beneficial learning experience. It has made me ponder the question whether TAFE should be a leader or a follower in the field of service to technology.

These examples illustrate the range of approaches used by colleges to satisfy staff development needs.

There were three case studies. The first was Bundaberg College of TAFE; the second was the Eyre Peninsula College of TAFE and the third was Regency College of TAFE.

Bundaberg College is the only tertiary institution in a Queensland country town. The population is about 56 000 people (in the town and immediate district) and it is situated about 400km north of Brisbane. The town has a strong community spirit and is close to the Central Queensland coast which is famous for its bulk sugar terminal and Great Barrier Reef. Bundaberg College is classified as a non-metropolitan college, but it functions in many ways like a metropolitan college.

Regency College is situated in an Adelaide working class suburb, and does not have a distinct 'local' community. It is one of 12 metropolitan TAFE colleges in Adelaide, where there are also two universities and two CAE's.

The Eyre Peninsula College of TAFE has its administrative headquarters at Port Lincoln in South Australia. It serves an area of 80 000 square kilometres, with a population of about 37 000. The college has branches (with full-time staff) at three other centres and also offers courses on demand at 27 additional centres. The Eyre Peninsula College functions as a rural institution, as opposed to the Bundaberg College.

All three colleges offer courses which reflect the needs of their areas. At Bundaberg there is an emphasis on rural commerce and industry; at Regency there is an emphasis on urban requirements and at Eyre Peninsula, Aboriginal education is an important part of the work, and takes place at Port Lincoln and at Ceduna.

These three colleges were chosen partly because of their many differences. At the administrative level in particular there are major differences between them. Bundaberg College is a part of the Division of TAFE which is located within the State Department of Education, and is controlled by the Director General of Education under the Minister for Education. Regency College and Eyre Peninsula are within the Department of TAFE, which is controlled by the Director General of TAFE who is responsible to the Minister for Employment, Technology, State Development and Technical Education.

Even though there are these differences, all three colleges do have something in common: all of them have established links with commerce and industry and are attempting to meet many of their staff development needs through these college/client relationships.

In doing the case studies, visits were made to all three campuses, and staff and local industrialists were interviewed in two of the colleges. A third questionnaire, Questionnaire C, was distributed to all heads of department/school. It is shown in the Appendix. Questionnaire C combines Questionnaires A and B, but (unlike A and B) it was intended for school or departmental use rather than for the college as a whole.

The three colleges are described on the following pages.

Bundaberg College of TAFE

Bundaberg College of TAFE employs 150 teaching staff (41 full-time and 99 part-time), six administrative staff, 10 senior staff, a librarian and 35 ancillary staff. The senior staff include the principal, the officer in charge of extension programs, two head technical teachers (one for technology and one for applied science) and six senior teachers. Of the total 51 full-time academic staff, 7 are females. The college's annual budget is $0.5 million (base grant). The 41 full-time lecturers are all permanent employees.

The college is well known for its entrepreneurial activities, its close links with local business, and its involvement with the Bundaberg and district community. In order to maintain an up-to-date teaching staff the college:

(a) structures its management to include a community council;

(b) conducts some of its courses within local industry;

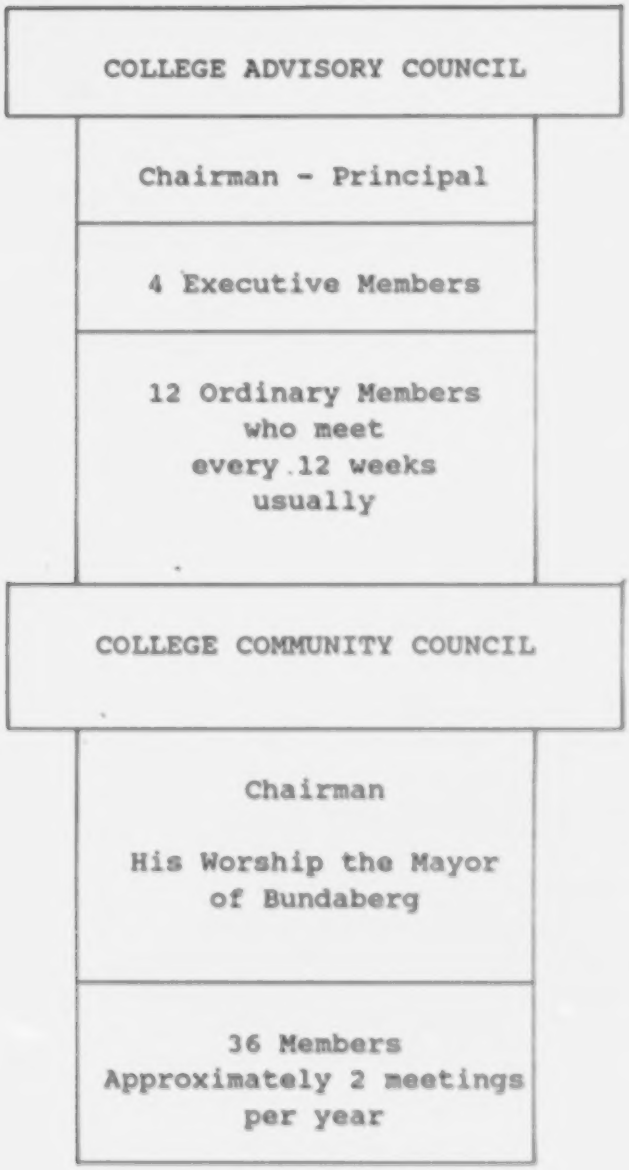
(c) makes its facilities available to the whole community;

(d) ensures that it is at the cutting edge in a few key areas.

The college has close industrial/commercial and community links through its membership of the following organisations and their affiliated groups:

Industry and Commerce Training Commission,
College Advisory Council,
Bundaberg & District Development Board,
Bundaberg Field Day Society,
Australian Institute of Management,
Bundaberg Art Festival,
Weed Society of Queensland,
Electrical Contractors' Association of Queensland,
Bundaberg & District Fruit and Vegetable Grower' Association,
Queensland Commercial Fishermen's Organisation,
Queensland Fish Management Authority,
Queensland Fishing Industries Training Committee,
Isis District Pottery Group.

The college has a two-tiered system of management. The councils are there to support administrative services (not teaching) and are advisory in nature.



Information provided by the college defined the role of the College Advisory Council as:

(A) to assist the College Principal and staff in identifying those educational needs and tasks that must be programed and performed in order to realise the opportunity of responsive education delivery;

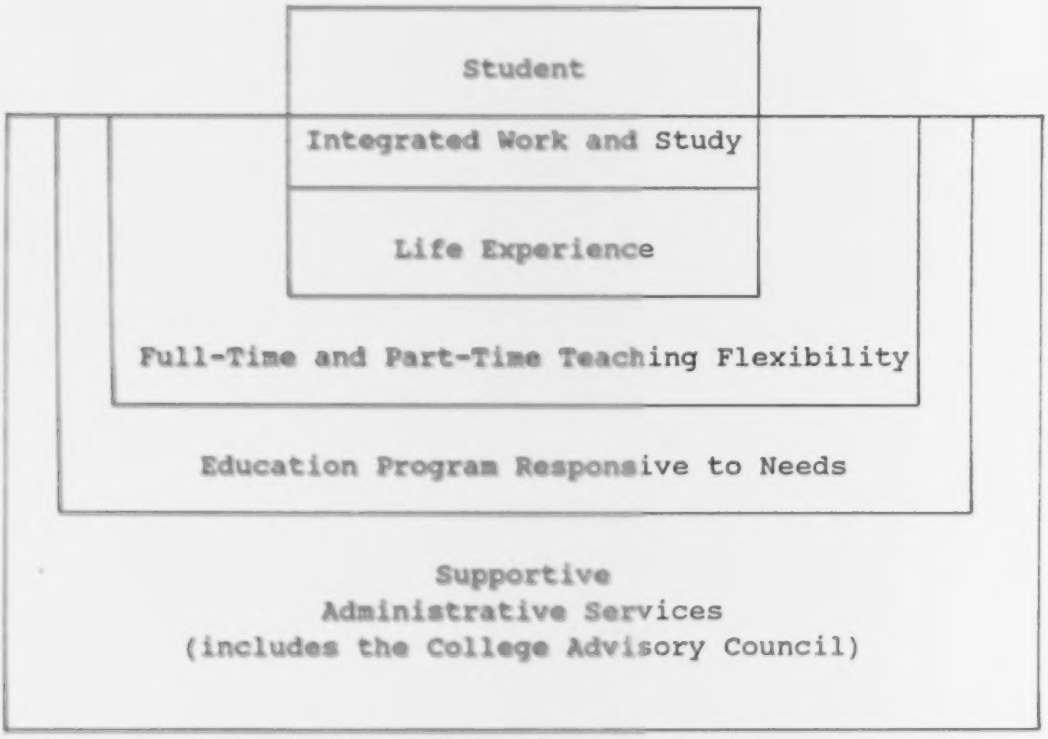
(B) to open communication links in areas where the individual student's personal growth may be encouraged to maximise his or her talents;

(C) to recognise students for further advancements in the different types of achievement;

(D) to assist the student activities in work experience programs and to encourage better use of leisure (spare time) to aid in their individual education towards a better quality of life;

(E) to assist College management in decisions and the flow of information in planning of resource development in an organisational climate conducive to change.

The College Advisory Council consists of 17 people representing a range of community interests and is chaired by the Principal. It has a four-member executive steering-committee. The place of the College Advisory Council within the college is shown in the following diagram.



According to a leaflet produced by the college, the emphasis in the college is that it:

> . . . should be viewed as a delivery system rather than a physical facilities resource. In this view the system is capable of addressing technological change with flexibility.

The College Community Council is chaired by the Mayor of the town and has 36 other members. It is intended to be an enlarged body of TAFE supporters any of whom may be asked to join with a task group of the College Advisory Council or to participate in a project team. The College Community Council's main aim is:

> to allow for wider environmental access to more information in the search for pro-active decision making in College administrative services.

The college administration encourages both the College Advisory Council and the College Community Council to bring forward schemes for expansion, proposals for new courses, suggestions for raising money, and ideas for working more closely with industry/commerce. At one meeting which was observed, every member of the College Advisory Council came forward with a new scheme.

This extremely close college/community (including industry and commerce) link has not been achieved overnight. Painstaking personal links have been forged over a number of years. The college has developed a good reputation for satisfying local needs and for making itself available to the community. Its structure strengthens those links. If a principal is in a college for just one year it is quite impossible for that person to operate in this way.

Even a casual visitor would find it difficult to ignore the feeling of vitality in the college. Part of this vitality arises because of the administrative structure which has been described. Part also comes from the belief that what is being taught is at the forefront of each of the college's disciplines. For example, the hydraulics laboratory is recognised as one of the country's best, where successful applied research is undertaken.

This applied research is done without the benefit of additional funds, and is hindered because of the lack of such funds. Discussions with other TAFE college lecturers clearly indicated that relatively small sums of money for applied research and development (not educational or curriculum research, but research in the different industry/commercial areas represented in a college) could be of great benefit as a staff development tool (as well as of potential use to local industry/commerce). Therefore, it is <u>recommended</u>:

> that each year the Commonwealth Tertiary Education Commission allocate a special grant for applied research and development in those industrial/ commercial areas represented in TAFE colleges.

It is suggested that this be undertaken as a pilot program for three years, and that it be evaluated during the third year.

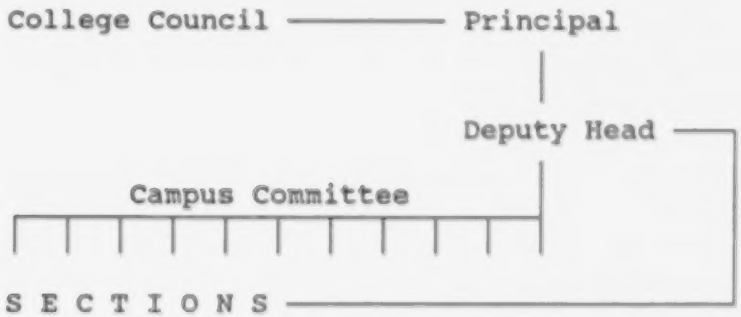
The need for this recommendation is borne out by the questionnaire returns and by the Regency College case study.

Eyre Peninsula College of TAFE

The college employs 16.2 teaching/senior administrative staff, 3.9 administrative/clerical staff and a non-residential caretaker. It relies heavily on part-time instructors of whom there are over 100.

The college's rural studies section provides a strong program with an on-farm training emphasis. This section is undergoing expansion. The new college building (costing 9.3 million) due for completion by the end of 1987, will provide the opportunity for the introduction of many educational services not previously available. The planning of the new building led to the production of a corporate goals booklet, the holding of a planning workshop, and the formation of 17 planning groups (each with 3 or 4 members). The planning for the new building has therefore, been a valuable staff development exercise as it involved every member of staff.

The college is organised on multidisciplinary lines with staff being grouped into five 'sections'. The following diagram describes the organisation.



The college council is concerned with quite detailed matters, including the payment of college accounts. Staff development is the responsibility of the college's deputy head, who has produced staff development proposal forms (for budgeting purposes) and staff development survey forms. The college spoke highly of short courses mounted at the college by staff travelling from the Staff Development Unit at Adelaide to Port Lincoln.

Eyre Peninsula College was selected because of its claimed difficulties arising from its geographical location. The 3 staff who were interviewed described the problems faced by small country colleges. These are listed below:

1. Industrial release for college staff is extremely difficult because, frequently, there is only one person available to teach that subject.

2. Because it is the only tertiary college in the area, the deputy head has to be aware of all tertiary courses (TAFE and higher education) available to college staff in order to give them continuing education advice. As this advice frequently determines a person's career, the deputy head feels this responsibility quite heavily.

3. Lecturers have to be involved in a wide range of courses: they cannot restrict themselves to one or two groups of students, but could be asked to teach at every level. This is connected to the next problem.

4. It is difficult for a lecturer to specialise, and to provide depth as well as breadth in subject areas.

5. Lecturers feel professionally isolated, both personally and as a group. For example, they find it difficult to meet with colleagues teaching the same subject. This is not seen as a problem for metropolitan colleges.

6. The library is too small to provide for the continuing education needs of lecturers.

7. Personal and family problems arising from a country placement can have a deleterious effect on lecturing.

8. It takes a considerable time to be accepted socially in a country area and this can affect links with local industry.

9. The special funding per lecturer for country college in-service activities does not cover a return air fare to Adelaide. Thus, attendance at staff development activities in Adelaide is a problem. (Further discussion revealed that this is regarded as a very significant problem for many staff.)

10. In order to update their knowledge in and teaching of new technology it is necessary for the people and the new equipment to be readily available, neither of which happens at the required time at Eyre peninsula.

11. It is easier to study for a pre-service or in-service CAE course if resident in Adelaide than it is at a country location.

12. Metropolitan colleges can more readily participate in (for example) TAFE authority committees than can country colleges.

13. Preparation for TAFE teaching is mainly based on teaching in metropolitan colleges. Country colleges are so very different that a period of adjustment is needed.

14. The qualifications of part-time instructors, and even of permanent staff, are sometimes minimal; and, sometimes, staff do not have a qualification in their teaching area.

15. Country industry/commerce frequently does not use up-to-date technology and so industry/commerce links are of little benefit to the college.

Two examples from the Eyre Peninsula College illustrate what local links they have created. The Aboriginal program involves employing Aborigines as part-time instructors. One (observed) project was the building of public toilets for an Aboriginal community on an Aboriginal oval, using pre-vocational Aboriginal students and an Aboriginal instructor.

The second example is drawn from small business. Being the only tertiary institution, small businesses look to the college for professional advice. The appropriate lecturer has no formal business studies or TAFE teaching qualifications, but has been a self-employed small businessman and so gives advice based on personal experience.

Regency College

Regency College employs 228 lecturers (42 on fixed-term contracts) and 130 support staff. About 9 000 full-time and part-time students are enrolled in the five schools: electronics; electrical; mechanical; plumbing and sheet-metal; and food and catering. Each school offers courses varying from basic trade to the associate diploma level.

The single campus college consists of well-equipped workshops, laboratories, resource, lecture and specialist facilities. Facilities are organised so that they resemble as closely as possible the actual employment environment. There is also a student village (for recreational purposes). The college is

well known throughout Australia for its CADDS MAN Bureau, for its Plastics and Rubber Technology Centre (PARTEC) and for its School of Food and Catering. It would be easy to assume that the strong links which the college has with industry are caused by these highly-visible sections of the college. This would be a mistake. These sections are within the college as a consequence of the strong industry/college links which have been painstakingly developed over the years and these links have been a major component of full-time lecturer continuing education within the college. Lecturers have continuously updated their knowledge and skills and it has not been a once-every-five-years procedure. The links have been developed because the college has been at the 'cutting edge' of developments in its areas of excellence, and these areas are indeed regarded as excellent by the industries concerned. For example, a news release by Computer Vision Australia Ltd. made the following comments regarding Regency College's suitability as a resource for training, retraining and educational development for computer manufacturing applications:

> Regency College of TAFE in Adelaide is widely regarded as a pioneering educational institution because of its CADDS MAN bureau which is at the forefront of moves to implement CAD/CAM technology in local industry.
>
> As the only College in Australia which has a commercial bureau of this type operating on campus, both alongside and within the educational framework it has an interaction with industry which is unique in this country.
>
> The Cashman inquiry - a Federal Government inquiry into the implementation of CAD by industry - quoted the CADDS MAN bureau as an example of the innovative ways of introducing CAD into Australian industry and cited Regency College as the only college working in an active way to lead rather than trail industry.
>
> Regency College is regarded as one of the most progressive institutions of higher (sic) education in this country in its approach to the latest technology and the strong manufacturing orientation of its courses.

As well as the CADDS MAN Bureau, the college also houses the following:

- Plastics and Rubber Technology Centre (PARTEC);
- Moldflow (computer-aided engineering for plastics);
- APPLITEC (College Consultancy Service operating through the College Council);
- AOQC (S.A. Division of the Australian Organisation for Quality Control);
- TAFE in Industry (a training service available to industry).

All of these services are described in booklets produced by the college and so they will not be further described here.

The college's published goals are under the following headings:

- general (eight goals);
- educational (ten goals);
- local (seven goals).

All goals have implications for lecturer continuing education; and some have obvious continuing education links:

- to monitor and maintain the staff's technical and pedagogical competencies in the content of technological change, legislative change, changing student profiles and expectations of the respective industries and or professions;

- to develop the teaching skills in all part-time specialist lecturers to the desired level, through a co-operative arrangement with Staff Development Branch;

- to continue the development of a contemporary approach to management, technology, staffing and curriculum, by using modern industrial methodologies;

- to improve the efficiency of the running of courses and reduce costs, by improving the management of consumables and by upgrading student counselling.

- to ensure that the relevance of courses, and the speed of response to identified educational needs are compatible with industry trends and requirements, by ensuring that the curriculum is dynamic and by extending the staff/industry liaison network.

- to continue the emphasis of balanced personnel development and team building among the college staff;

- to continue and expand the role of the college in providing a consulting service to industry and government, through APPLITECH and other processes.

- to continue and expand the influence of the college in the appropriate professional and government bodies to ensure the maintenance of standards and the development of the particular industry or profession.

All five heads of school, the principal and the deputy principal were interviewed at the college. Heads of school were asked five questions :

1. In what ways have industry/college links been created? Please give examples.

2. How important are these links in maintaining an up-to-date lecturing staff?

3. Are there any industrialists we could contact?

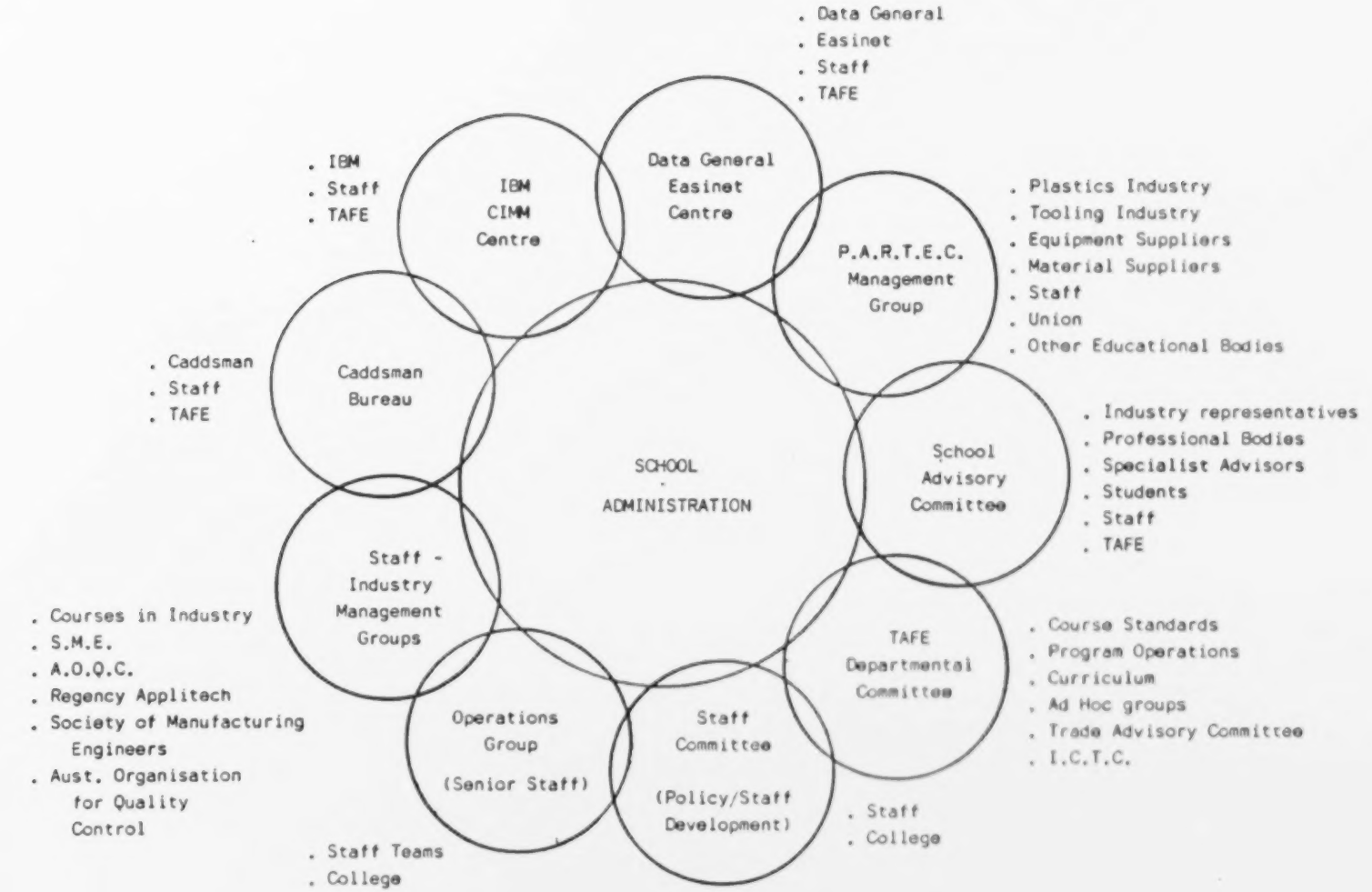
4. 'Quality', 'integrity' and 'network' were terms frequently mentioned at the executive meeting. How are quality, integrity and the network developed and maintained?

5. Often, entrepreneurial activity relies upon one or two individuals. When these people leave, the activity stops. What steps have been taken to ensure a continuation of strong college/industry links?

6. What errors have been made or problems encountered and how could they have been avoided?

A summary of the combined answers to these questions, including comments made by individuals who were contacted (question 3), follows.

Industry/college links have been created at the personal level and at the school level. Individual college staff are actively involved in their various trade and professional associations, are members of state industrial training committees and sit on a wide variety of other committees. Additionally, representatives from industry sit on college committees. For the School of Mechanical Engineering this wide range of committee membership is shown diagramatically in Figure 5.1.

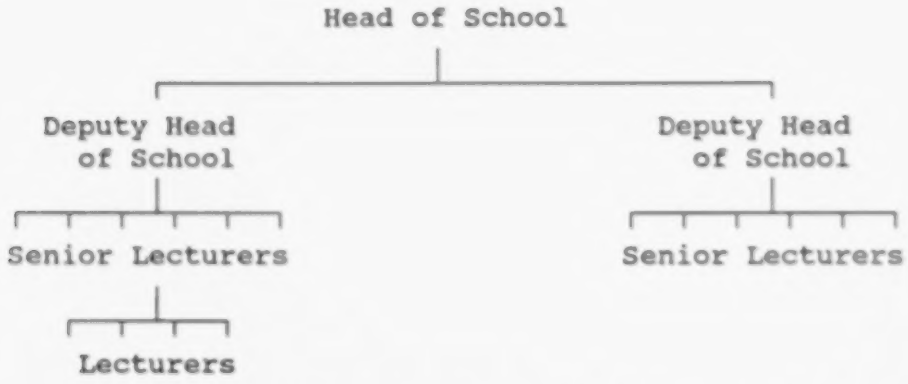


SCHOOL MANAGEMENT NETWORK

FIGURE 5.1 REGENCY COLLEGE SCHOOL OF MECHANICAL ENGINEERING

These personal interactions are regarded as extremely important for staff development.

The schools are structured along traditional lines as shown below :



However, such a structure has imposed upon it a horizontal component, thus producing a matrix system of management. This means that staff development and project management do not actually operate in a simple hierarchical manner. Rather, the emphasis is on senior lecturers and lecturers, having across-school responsibility (with one of the senior lecturers or a deputy head of school being responsible for staff development within that school), and on the formation of teams for both curriculum administration and project planning. With the availability of fairly small sums of money (for example, $50 000 per year for a school), applied research and development with the accompanying staff development, would be much enhanced in the college.

In both the Regency College and Bundaberg College, the administrative structures of the colleges have important influences on staff development; and the ways the structures are managed influence staff development.

At Regency College, the senior management meets weekly and the middle management also meets regularly as a group. This middle management group included administrative and library staff as well as lecturers. The emphasis is on a team approach with project leaders being responsible for particular areas. This responsibility extends beyond the college. For example, the regional director deals with heads of schools and not with the principal; and communication between the TAFE Head Office and the college is with the most appropriate member of college staff.

Therefore, entrepreneurial ability does not rely on any one person because there is shared responsibility based on a team approach.

Further examples of staff development activities at Regency College include :

- writing text books for use with National Core Curricula;
- employing part-time teaching staff from industry to work with full-time staff;
- making regular visits to industry both with and without groups of students;
- attending conferences and workshops which are primarily intended for industry (thus being seen by industry and therefore raising the college's credibility);
- conducting short courses in industry (any profits from these are disbursed by the College Council for staff development purposes).

Whilst structures, managerial style, and a variety of approaches to staff development are all important, nevertheless, quality still depends upon the people appointed to lecture. Regency has been able to maintain this quality by appointing new lecturers from industry to appropriate salaries (that is, they have not had to start at the bottom of the salary scale). The offering of associate diplomas in all five schools has also been attractive to lecturers.

The college recognises that there have been some errors, or problems to overcome. These include:

- living down the old 'trade school' image (where the heads of school insisted on being called 'Headmaster';
- overcoming the concern by some lecturers that they are losing industry skills because of working in a college;
- older staff who are unwilling to change;
- making staff development the responsibility of all senior lecturers with the result that it falls low on the list of priorities;
- employing too many permanent, full-time staff in the college's early years.

Communication with industrialists shows that there is extremely strong support for the college. Comments included that the college is 'commercial in outlook', that it is 'fulfilling industries' needs', that it is 'communicating with industry' (for example, great care is taken over the apprentices' reports) and that it is 'putting on specialist courses tailor-made for industry'.

The Bundaberg and Regency Colleges were chosen because they are well known for their strong college/industry links and for their entrepreneurial leadership. Therefore, the results of questionnaire B for those colleges should be markedly different from the TAFE college population as a whole. All heads of school at both colleges completed questionnaire C (which consisted of A and B, rephrased for school use) and an analysis of their responses showed that at Regency College at least one school had a major involvement in 9 of the 16 ways of assisting with the continuing education needs of full-time lecturers and at least a minor involvement in every one of the other ways. (The strong links with industry/commerce were reflected in the responses). Therefore, the expected difference was clearly obtained.

Other important approaches listed by heads of school included:

- in-house courses conducted by lecturers for other lecturers;

- exchange of information with other colleges;

- acting as consultants to industry.

The problems identified by heads of school at Regency College were similar to those of the other colleges, except that administrative skills, management skills of people, and knowledge of the community were much less of a problem for the college than for all other colleges.

At the Bundaberg College, there was either minor or major involvement in 13 of the 16 ways of assisting with the continuing education needs of full-time lecturers. Other important approaches listed by heads of school included:

- college-based staff development;

- visiting other colleges (during vacations).

Two of the heads of school also mentioned the need for job descriptions for lecturers.

Questionnaire B gives examples of ways in which lecturers can undertake continuing education. Other examples were also given by colleges and have been listed. Two questions now arise . First, how can the lecturers discover what their continuing education needs are, at any particular period? Second, how can lecturers set about to satisfy the needs which have been identified? For example, it is possible to know that there is a desperate need to keep abreast with general technological change, and also to know that one way to do this is to spend time in industry and yet to still be at a loss to know how to do this.

Continuing education should be just that : continuing education. The information covered in a Diploma of Teaching is not intended to last for a professional lifetime. Therefore, lecturers should be able to undertake their own training needs assessments throughout their careers and ways of enabling them to do this should be available.

New South Wales has available to lecturers their Teacher Advisory Assessment Scheme. It is in four parts. Part 1 is undertaken after the first year of teaching; Part 2 after three years; Part 3 is optional and can be requested at any time; Part 4 is for promotion purposes.

This report is not concerned with continuing education for promotion or salary increases. Rather, it is concerned with the continuing needs of lecturers to appraise their own performances and to decide what action to take in order to make improvements. Part 3 of the New South Wales scheme assists this. Other states are also working on similar schemes. These development are important and so it is recommended:

> that TAFE authorities develop methods of self-evaluation and/or peer group evaluation for lecturers so that they are able to undertake a regular assessment of their own continuing education needs.

The need for such evaluation is discussed in the third report of this research (Mageean, 1987) and so will not be covered here.

As discussed in Chapter 4, the really urgent need is for TAFE colleges to develop closer links with industry/commerce and in this way, many lecturer continuing education needs will be satisfied. Ways of developing these links include the following:

(a) finding out (as a first step) just what industry/commerce is located in the college's local area. (The Yellow Pages can be useful). This information is essential;

(b) working with national and state ITC's. These should be joint relationships, with neither side telling the other what should be done! Joint exercises could include release programs, staff visits, student observation, etc.;

(c) finding ways in which TAFE and industry can co-operate. Bundaberg and Regency Colleges are good examples of how successful this can be. The co-operation has to be at every level (not just Principal/Managing Director) and it will succeed only if lecturers are thoroughly involved;

(d) involving representatives of industry/commerce in part-time teaching and in course development;

(e) developing excellence in those areas which are college strengths, so that industry/commerce will seek college help with (applied) research and development and make equipment available for TAFE use;

(f) involving representatives of industry/commerce in college activities, including appropriate committees.

In Chapters 3 and 5, recommendations were made on the allocation of funds for the release of lecturers to spend regular periods in industry in PIE programs, and for the funding of applied research and development. If implemented, both these recommendations could have a substantial impact on continuing education, but especially in the critical area of updating technical/vocational knowledge and skills.

It will be encouraging to (in-service) staff development units to know that they offer the most frequently used approaches to assisting with staff development needs. This investigation shows clearly what the major, continuing education general problems are and suggests ways in which these problems can be tackled. Because of their roles, and high visibility within TAFE, it has been recommended that the staff development units be the appropriate groups to work on these solutions.

The general picture presented by the research is not encouraging. Clearly, there are important, major needs but these needs are frequently not being met. Throughout the 1980s research within the various states has shown the need for vocational updating, and this national study has confirmed that need. Urgent action is essential if TAFE lecturers are to maintain their competence.

CHAPTER 7 RECOMMENDATIONS

Although these recommendations are intended for full-time lecturers, it is recognised that some will also apply to senior teaching staff who are considered in Part 3 of this study.

It is recommended:

that higher education institutions take greater account of the needs of TAFE lecturers in their B.Ed. and postgraduate courses in education. (Chapter 3 p.20)

that TAFE authorities place special emphasis on the in-service and up-grading requirements of trade lecturers. (Chapter 3 p.20)

that there be a greater emphasis on conducting staff development activities within industry/commerce, and on encouraging representatives from industry/commerce to conduct staff development activities for TAFE. (Chapter 3 p.23)

that higher education institutions and TAFE authorities form working parties to make recommendations to higher education institutions on ways in which TAFE courses can be given credit in high education courses. (Chapter 3 p.23)

that the Commonwealth Government give serious consideration to making special funds available to state/territory TAFE authorities so that full-time lecturers can be released to spend substantial periods, at regular intervals, in industry/commerce. (Chapter 3 p.29)

that, as a matter of urgency, heads of staff development units meet to explore ways in which TAFE full-time lecturers can regularly update their technical/vocational knowledge and skills. (Chapter 4 p.40)

that each year the Commonwealth Tertiary Education Commission allocate a special grant for applied research and development in those industrial/commercial areas represented in TAFE colleges. (Chapter 5 p.52)

that TAFE authorities develop methods of self-evaluation and/or peer group evaluation for lecturers, so that they are able to undertake a regular assessment of their own continuing education needs. (Chapter 6 p.63)

APPENDIX

The Appendix contains material in the following order:

(a) letter to all TAFE college principals;

(b) project brief (enclosed with letter);

(c) questionnaire A;

(d) questionnaire B;

(e) questionnaire C.

3rd October, 1986.

Dear Principal,

The TAFE National Centre for Research and Development is investigating the continuing education needs of full-time lecturers. This is part of a larger research project which has the support of the Conference of TAFE Directors, the TAFE Principals' Association, the TAFE Teachers Association and the National Training Council. The report will include firm recommendations on continuing education needs, and so I feel sure of your interest in the research.

I am writing to seek the help of you and your staff with this important project, please. (The project profile for the complete research is attached for your information.)

Attached to this letter are two questionnaires. The first (A) shows some of the problems faced by TAFE lecturers. The second (B) gives possible ways of coping with the problems. (The problems, and possible ways of coping, are obtained from recent research literature.)

Please will you indicate on the first questionnaire (A) your opinion of the problems and show any other important problems which may not be included. On the second questionnaire (B) please indicate which ways have been used by your College to solve any of the problems on the first questionnaire (A). To complete the questionnaires please may I suggest that you should consult with your senior lecturers, or give them to a small group of experienced staff?

We are keen to develop case studies of successful approaches to coping with the continuing education needs of full-time lecturers. Therefore, if you have interesting examples which you would like to share with others, please show this at the end of Questionnaire B and we shall then contact you at a later stage.

Finally, if you have opinions on what <u>should</u> be done to assist with the continuing education needs of full-time lecturers, then please let me have your suggestions.

I shall look forward to hearing from you shortly. An envelope is enclosed for your use.

Yours sincerely,

(Dr) William C. Hall
<u>Executive Director</u>

PROJECT TITLE: Initial and continuing education needs of full-time TAFE college lecturers and senior administrators

PROJECT CATEGORY: In-house - HP37

RESEARCHERS: William Hall, Zofia Krzemionka and Pauline Mageean
TAFE National Centre for R & D

BUDGET: $53,200 ($14,000 provided by the National Training Council)

DURATION: March 1985 to March 1986

DESCRIPTION: There are three main aims of the research. These aims are presented in order of priority.

(a) To investigate ways in which experienced TAFE teachers can regularly update their technical knowledge and skills, with special reference to the rapid technological changes occurring in industry and commerce.
(b) To investigate the training needs and continuing education provision for senior college staff (including principals).
(c) To summarise, and to compare, the present formal TAFE teacher preparation courses; and to compare the structure and content of these courses with the TEC recommendations on the formal preparation of TAFE teachers.

For the sake of this investigation, three distinct groups of full-time staff are identified:

(a) beginning TAFE teachers (teacher trainees who are currently enrolled in a UG2 (TAFE) teaching diploma or who have completed the diploma within the past year);
(b) experienced teachers;
(c) senior college staff whose duties involve 50% or more administration (heads of school, deputy principals, principals). Four years ago the TAFE Principals' Association decided to commission a management consultant to investigate their jobs and make recommendations on how they could make professional improvements. One of the recommendations points to the need for recurrent education for TAFE Principals. The Centre has been asked to devise a way, or ways, of achieving this.

For all three groups, four types of educational courses are to be considered:

i) formal, award courses (offered by CAEs and universities);
ii) formal, non-award courses;
iii) informal, TAFE Authority courses;
iv) professional experience programmes.

INTENDED OUTCOMES:

Three reports to be published by the Centre and distributed by Thomas Nelsons. An occasional newsletter/discussion document will also be published. Recommendations will be made to TAFE Directors in the final report.

TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT LTD.
296 Payneham Road, Payneham, South Australia 5070, Australia.
Telephone (08) 42 7905
(Incorporated in South Australia)

QUESTIONNAIRE A

CONFIDENTIAL

A. SOME CONTINUING EDUCATION NEEDS OF TAFE COLLEGE FULL-TIME LECTURERS

Please indicate by ticking the appropriate boxes which of the following are problems for full-time lecturers at your College.

	Severe problem	Important problem	Minor problem	Not a problem
1. The need to update technical/ vocational knowledge and skills in the area of teaching specialisation.	☐	☐	☐	☐
2. The need to keep abreast with general technological change (e.g. information technology).	☐	☐	☐	☐
3. The need to learn skills of curriculum development (including evaluation and assessment).	☐	☐	☐	☐
4. Possessing insufficient administrative skills.	☐	☐	☐	☐
5. The need for (student) counselling skills.	☐	☐	☐	☐
6. Understanding the nature of TAFE.	☐	☐	☐	☐
7. The need for skills in dealing with equal employment opportunity.	☐	☐	☐	☐
8. The need for management skills of the educational process.	☐	☐	☐	☐
9. The need for management skills of people.	☐	☐	☐	☐
10. Geographical location of College.	☐	☐	☐	☐
11. The need to update knowledge of the community.	☐	☐	☐	☐
12. Other problem (please specify):	☐	☐	☐	☐
13. Other problem (please specify):	☐	☐	☐	☐

14. Your College is located in:

ACT	☐
NSW	☐
NT	☐
QLD	☐
SA	☐
TAS	☐
VIC	☐
WA	☐

15. Your College is a:

a. Metropolitan College ☐

b. Country College ☐

16. Your College has a full-time lecturing staff of:

a. 1 - 20 ☐

b. 21 - 100 ☐

c. over 100 ☐

Thank you for answering the questionnaire.

Name:.....

Position:.....

College:.....

(Your response will remain Confidential)

Please return this questionnaire, along with questionnaire B, to the TAFE National Centre in the envelope provided.

TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT LTD.
296 Payneham Road, Payneham, South Australia 5070, Australia.
Telephone (08) 42 7905
(Incorporated in South Australia)

QUESTIONNAIRE B CONFIDENTIAL

B. POSSIBLE WAYS OF ASSISTING WITH THE CONTINUING EDUCATION NEEDS OF FULL-TIME LECTURERS

Please indicate, by placing ticks in the spaces provided, which ways have been used by your College within the past three years to assist with the continuing education needs of full-time lecturers.

		Major involvement	Minor involvement	No involvement
1.	Personal reading (books and journals); membership of trade/professional association; liaison with industry/commerce	☐	☐	☐
2.	Attendance at workshops, seminars, conferences organised by industry/commerce	☐	☐	☐
3.	Brief (two weeks or less) occasional observational and/or work experience visits to industry/commerce	☐	☐	☐
4.	Industrial/commercial release programmes by the TAFE College with pay	☐	☐	☐
5.	Industrial/commercial release programmes by the TAFE College without pay	☐	☐	☐
6.	Exchange programmes between TAFE College and industry/commerce	☐	☐	☐
7.	Industry/commerce personnel working in TAFE College	☐	☐	☐
8.	Study leave	☐	☐	☐
9.	Secondment of TAFE lecturers to undertake special projects	☐	☐	☐
10.	Private practice undertaken by TAFE lecturers	☐	☐	☐
11.	Applied (technological) research conducted within the TAFE College and funded by the College	☐	☐	☐

	Major involvement	Minor involvement	No involvement
12. Applied (technological) research conducted within the TAFE College and funded by outside bodies	☐	☐	☐
13. Formal (higher level) courses being pursued by TAFE lecturers (either within TAFE or in higher education)	☐	☐	☐
14. In-service courses mounted by TAFE Authority	☐	☐	☐
15. Lecturer membership of planning team(s) for the development of new course(s)	☐	☐	☐
16. Staff exchange programmes (within Australia and overseas)	☐	☐	☐
17. Other method (please specify):	☐	☐	☐
18. Other method (please specify):	☐	☐	☐

19. Your College is located in:

ACT ☐
NSW ☐
NT ☐
QLD ☐
SA ☐
TAS ☐
VIC ☐
WA ☐

20. Your College is a:

a. Metropolitan College ☐

b. Country College ☐

21. Your College has a full-time lecturing staff of:

a. 1 - 20 ☐

b. 21 - 100 ☐

c. over 100 ☐

Name:.....

Position:.....

College:.....

I would be willing for you to develop a case study of:

.....

.....

.....

.....

Thanks for answering the questionnaire. Please return it, along with questionnaire A, to the TAFE National Centre in the envelope provided.

TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT LTD
252 Payneham Road Payneham South A

CONFIDENTIAL

PART A

Please indicate by ticking the appropriate boxes which of the following are presently problems for your school/section.

	Severe problem	Important problem	Minor problem	Not a problem
1. The need to update technical/ vocational knowledge and skills in the area of teaching specialisation	☐	☐	☐	☐
2. The need to keep abreast with general technological change (e.g. information technology).	☐	☐	☐	☐
3. The need to learn skills of curriculum development (including evaluation and assessment).	☐	☐	☐	☐
4. Possessing insufficient administrative skills.	☐	☐	☐	☐
5. The need for (student) counselling skills.	☐	☐	☐	☐
6. Understanding the nature of TAFE.	☐	☐	☐	☐
7. The need for skills in dealing with equal employment opportunity.	☐	☐	☐	☐
8. The need for management skills of the educational process.	☐	☐	☐	☐
9. The need for management skills of people	☐	☐	☐	☐
10. Geographical location of College.	☐	☐	☐	☐
11. The need to update knowledge of the community.	☐	☐	☐	☐
12. Other problem (please specify):	☐	☐	☐	☐
13. Other problem (please specify):	☐	☐	☐	☐

PART B

Please indicate by placing ticks in the appropriate boxes which ways have been used by your school/section within the past three years to assist with continuing education needs.

		Major involvement	Minor involvement	No involvement
1.	Personal reading (books and journals); membership of trade/professional association; liaison with industry/commerce.	☐	☐	☐
2.	Attendance at workshops, seminars, conferences organised by industry/commerce.	☐	☐	☐
3.	Brief (two weeks or less) occasional observational and/or work experience visits to industry/commerce.	☐	☐	☐
4.	Industrial/commercial release programmes by the TAFE College <u>with</u> pay.	☐	☐	☐
5.	Industrial/commercial release programmes by the TAFE College <u>without</u> pay.	☐	☐	☐
6.	Exchange programmes between TAFE College and industry/commerce.	☐	☐	☐
7.	Industry/commerce personnel working in TAFE College.	☐	☐	☐
8.	Study leave.	☐	☐	☐
9.	Secondment of TAFE lecturers to undertake special projects.	☐	☐	☐
10.	Private practice undertaken by TAFE lecturers.	☐	☐	☐
11.	Applied (technological) research conducted within the TAFE College and funded <u>by the College</u>.	☐	☐	☐
12.	Applied (technological) research conducted within the TAFE College and funded by <u>outside</u> bodies.	☐	☐	☐
13.	Formal (higher level) courses being pursued by TAFE lecturers (either within TAFE or in higher education).	☐	☐	☐

	Major involvement	Minor involvement	No involvement
14. In-service courses mounted by TAFE Authority.	☐	☐	☐
15. Lecturer membership of planning team(s) for the development of new course(s).	☐	☐	☐
16. Staff exchange programmes (within Australia and overseas).	☐	☐	☐
17. Other methods (please specify):	☐	☐	☐
18. Other methods (please specify):	☐	☐	☐

Please answer the following questions by writing in the spaces provided.

19. Please describe any particularly successful approaches to continuing education in which your school/section has participated. (Information such as the aims of the activity, location, length, effects on teaching, etc. would be especially helpful.)

.....

.....

.....

.....

.....

.....

20. Please specify your teaching area(s).

.....

.....

Thank you for answering the questionnaire. Please return it to the Principal's Secretary so that it can be returned to the Centre.

AUTHOR OF THE REPORT

William Hall is Executive Director of the TAFE National Centre for Research and Development. Previous experiences include those of teaching, working in business, heading a university department and being a Director of a CAE.

He is a member of the Australian College of Education Research Committee, of the National Road Transport ITC and is the Australian member of the Committee for World Trends in Science and Technology Education.

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